



Blueprint for Maryland's Future: Initial Implementation Plan

Cecil County Public Schools

March 2023



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The Maryland State Department of Education (MSDE) and the Accountability and Implementation Board (AIB) are jointly releasing a template and a Criteria for Success that each local education agency (LEA) will use to develop and submit its initial Blueprint Implementation Plan. As LEAs are utilizing this template, it is important to note:

- A.** Responses should address the planning and implementation work that began in 2021-22 and ends with 2023-24.
- B.** The initial submission is due March 15, 2023.
- C.** A second submission of LEA Blueprint Implementation Plans is tentatively scheduled for March 2024 and will address 2024-25, 2025-26, and 2026-27. This submission will require new information as well as updates to the initial plan.
- D.** When reporting data, an LEA should only report data for groups of 10 or more to ensure that it does not reveal personally identifiable information about an individual student.
- E.** LEAs may link artifacts to reinforce and/or expand on any part of their response to a question in the template. Artifacts do not replace the need for a response and are encouraged but not required unless otherwise indicated in the template.



Pillar 1: Early Childhood Education



Pillar 1, Objective 1: Expand high-quality and publicly funded full-day Pre-K

1.1.1 and 1.1.2: Expand access to full-day pre-K for Tier I 3- and 4-year-old children and Tier II 4-year-old children

Blueprint Requirement (MD Code, Educ §7-1A-06)

- 1. Increasing Tier I Participation:** Describe how the school system will increase participation among eligible Tier I 3- and 4-year-olds in Pre-K so that all 4-year-old children and nearly all 3-year-old children from low-income families who wish to enroll in full-day Pre-K shall be served by FY 26 and FY 32, respectively. Identify the challenges that prevent families from enrolling students or the school system from meeting the enrollment need and the strategies the school system will utilize to overcome the identified challenges. Consider challenges associated with priority groups (children with disabilities, youth experiencing homelessness, and English learners) as well as those who require transportation.

Cecil County Public Schools identifies children with disabilities, children experiencing homelessness, and children for which English is a second language as priority groups of students to be intentionally targeted for increased participation in our full-day Pre-K programming.

The challenges that exist which impede the school system's ability to meet enrollment needs for our priority groups of children are as follows:

Challenge 1: identifying children who need screening for developmental delays and disabilities prior to school age from within our minimally resourced communities. All children who are identified through screening and assessment to be eligible for early intervention services receive those services through the school system managed Infants and Toddlers program and three -year old preschool programs.

Strategy to Address Challenge 1: The Judy Center of Cecil County works within 10 school catchment areas. This is an expansive reach across our geographical landscape in Cecil County and affords the opportunity to reach marginalized, under-resourced communities. Our Judy Center Family Service Coordinators, Early Education Specialist, and Playgroup Leaders are providing outreach and programming in communities in order to identify young children who are in need of screening and possible assessments for delays. The Judy Center staff has the greatest likelihood to connect with children with disabilities and delays, children for which English is their second language and children living in homelessness prior to school age and assist the family with the process for early identification and early intervention services.

Challenge 2: Children for which English is their second language are living in multi-family home situations in Cecil County. Children prior to school age are not attending child care or community programs due to the fact that families are cared for within the multi-family home structure prior to starting school.

Strategy to Address Challenge 2: The Judy Center Playgroup Leader staff have started pop-up playgroups in community locations. This structure is successful at entering into a community and providing a playgroup experience in which community members bring their youngest children into a social environment to play and socialize. As part of these community based pop-up playgroups, Playgroup Leaders are supporting primary caretakers with understanding the opportunity to enroll their child in prekindergarten programming and supporting families through the process.



Challenge 3: Children who are experiencing homelessness live in a variety of settings in Cecil County. The primary setting is a community situated on a farm. Both our school system Pupil Personnel Workers and Judy Center staff work at this location multiple times a week to support families and meet new residents. The Cecil County Public School system also facilitates the Homeless Committee, which is an inter-agency committee that brings together support and services from across the county to support children and families with housing insecurity.

Strategy to address Challenge 3: The transient nature of homeless families makes this population challenging to support. Our Judy Center Playgroup Leaders and Family Service Coordinators work alongside our school system Pupil Personnel Workers to connect with families who are residing temporarily in shelters, Deep Roots (the farm community), and on the streets if locations are known. These efforts to support homeless families and children through a team approach are successful in assisting families in connecting their children to school in order to expand their access to resources. We will continue to nurture these partnerships and efforts to ensure that we are able to locate and support as many children as possible in homeless situations.

Linked Artifacts:

- [Pre-K Enrollment Form](#)
- [Pre-K Enrollment Procedures](#)
- [Pre-K Enrollment Advertisement](#)
- [Judy Center Brochure](#)

2. **Communication and Outreach:** How will the school system communicate with families about the opportunity to enroll in Pre-K? Discuss the timeline, including frequency and method, of outreach efforts to ensure all families of eligible three- and four-year-olds know what Pre-K options are available to them and are encouraged to participate. What strategies will the school system intentionally use to recruit Tier I students, students with disabilities, youth experiencing homelessness, and English learners? When identifying strategies, consider how the school system will work with the following:

- Local health and social services
- Regional childcare resource centers
- Local Early Childhood Advisory Council

CCPS utilizes a robust public communication plan to provide information about enrollment to our communities at large. Please see our Communication and Outreach plan attached. We advertise enrollment beginning in March of each enrollment year by way of visual infographic posters available at each school site, elementary through high school, and at locations throughout our communities. We post information about enrollment on our school system social media sites, school system webpage and Judy Center webpage.

Found on our school system enrollment page is information about our single private provider option along with a direct link to the private providers enrollment webpage. Our enrollment web page stays live and active all school year and is continuously accessible to the public. (<https://www.ccps.org/Page/4188>)



Within our school system, CCPS oversees the Infants and Toddlers program along with a full inclusion three-year-old preschool program that serves our population transitioning from an Individualized Family Service Plan (IFSP) to an Individualized Education Plan (IEP). These plans provide specific supports to families based on the needs of their child and are designed to support students with specialized instruction and accommodations as appropriate.

Children in Cecil County that receive early intervention services (including access to instruction and related services such as speech therapy) do not experience an interruption to those services or interrupted access to an educational setting at any point as they age, ensuring that we include children with disabilities in our Pre-Kindergarten programming.

As we continue to work to expand our recruitment efforts for marginalized populations, we will continue to share our enrollment criteria, processes, and access information with county agencies and within communities where marginalized populations reside. The artifact linked to this response includes information on how we will disseminate this information to community agencies.

The Cecil County Judy Center serves 10 communities throughout Cecil County and provides support for enrolling families not yet connected to school. Our Judy Center works directly with childcare providers throughout Cecil County and ensures enrollment eligibility information is known and understood by this group.

Linked Artifacts:

- [Enrollment Communication and Outreach Plan](#)
- [Mt. Aviat Pre-K Flyer](#)

- 3. Expanding Participation to Tier II:** Describe how the school system will increase participation and meet the enrollment demand among eligible Tier II students beginning with the 2024-25 school year and foster socioeconomic diversity in Pre-Kindergarten classrooms. How will the school system recruit Tier II students for participation in Pre-K while ensuring priority for Tier I students as described above?

Note: This question is optional for the March 2023 submission and applicable only to those school systems prepared to address it at the time.

Cecil County Public Schools will maintain our current enrollment criteria of 185% federal poverty limit for Tier 1 Pre-Kindergarten identification for the 2023-2024 school year. CCPS will be addressing expansion of our tiering criteria and Pre-Kindergarten programming in the 2024-2025 school year.

Linked Artifacts:

- 4. Operationalizing the Expansion of Pre-K:** What operational changes is the school system planning to make to support the expansion of Pre-K? Consider the impact of the expansion related to operating systems, schedules, talent pipelines, physical space and facilities, resource allocation, etc. How will the school system include the Pre-K expansion in its short and long-term planning?

As CCPS operationalizes the expansion of Pre-K, we have considered both short- and long-term impacts. In the short term, we are continuing to enhance structures for family access to Pre-K and information about the program. CCPS is evaluating spaces that could be used for Pre-K classrooms across the system. In addition, central office leadership is collaborating with building level leaders to discuss expansion plans. As a system, CCPS is examining the overall process



for enrolling and managing Pre-K students. The online enrollment system provides families with immediate access to online registration for Pre-K programs.

CCPS has also considered the impact that additional Pre-K sections will have on school master schedules. Specifically, providing teachers with negotiated planning time will require additional sections of special areas classes. The school system is currently reworking master schedules with these considerations in mind.

As a district, we are excited to work with the Cecil School of Technology's Teacher Academy of Maryland (TAM) program to begin enrolling students in the Child Development Associate (CDA) program as soon as possible. In addition, we are creating cohorts of CDA candidates in our existing paraprofessional ranks. These opportunities will provide us with a more robust pipeline to support the demand that additional Pre-K classrooms will require.

Additional physical space and facility considerations remain ongoing. All elementary schools have been evaluated to assess the availability for expansion. CCPS is also thinking creatively about how to leverage high school spaces, such as those that implement TAM programs, for additional space for programming. As a district, CCPS has prioritized resource allocation efforts to support Pre-K expansion. CCPS is also considering how to leverage available spaces within the district across feeder patterns to support efficient service delivery, especially to early childhood classrooms.

CCPS will need to consider how to fund additional age-appropriate play areas for Early Childhood students. Increase in enrollments will likely demand adjustments to these resources. Ongoing curricular adjustments are being made as a part of a long-term effort to sustain a positive partnership with the University of Maryland. This partnership allows CCPS to adjust curriculum as needed in support of the changing population of learners.

Linked Artifacts:

- [CDA Flyer](#)



5. Pre-K Enrollment Projections

Use the tables below to indicate the current and projected enrollment of three- and four-year-old students. The first table includes demographic categories for gender and race/ethnicity. The second table includes Pre-K eligibility tiers, the definitions of which are available in the guidance document for reference.

Table 1: Current and Projected Pre-K Enrollment with Demographic Distribution

	2021-2022			2022-2023			2023-2024		
	3	4	All	3	4	All	3	4	All
All Students (Number)	99	519	618	147	558	705	168	632	800
All Students (Percentage)	16	84	100	21	79	100	21%	79%	100
% Female	39%	43%	45%	37%	46%	46%	37%	46%	46%
% Male	61%	57%	55%	63%	54%	54%	63%	54%	54%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Asian	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%
% Black/African American	10%	12%	12%	10%	13%	12%	10%	13%	12%
% Hispanic/Latino	11%	8%	8%	10%	11%	11%	10%	11%	11%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Two or More	11%	11%	11%	14%	13%	13%	14%	13%	13%
% White	69%	68%	68%	63%	62%	62%	63%	62%	62%
% English Learners	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Special Education	44%	14%	19%	49%	17%	23%	49%	17%	23%
% Homeless	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%	<=5%

Table 2: Current and Projected Pre-K Enrollment by Tier

	2021-2022			2022-2023			2023-2024		
	3	4	All	3	4	All	3	4	All
All Students (Number)	99	519	618	147	558	705	168	632	800
All Students (Percentage)	16%	84%	100%	21%	79%	100%	21%	79%	100%
% Tier I	NA	NA	NA	NA	78%	58%	80%	80%	80%
% Tier II	NA	NA	NA	NA	19%	10%	17%	17%	17%
% Tier III	NA	NA	NA	NA	3%	2%	3%	3%	3%

Linked Artifacts:



1.1.3: Implement a high-quality mixed-delivery (public and private) Pre-K system

Blueprint Requirement (MD Code, Educ §7-1A-03)

- 6. Meeting the Blueprint's Targets for Pre-K:** Describe the strategies the school system will employ to meet the targets for the distribution of public and private Pre-K slots set forth by the Blueprint beginning with SY 2022-23 and beyond. If the school system anticipates any barriers that may prevent it from meeting the established targets for private slots, describe each barrier individually and the strategy(s) the school system will use to overcome it, including regional efforts.

Cecil County currently has no childcare providers that have obtained an EXCELS level 5 rating, making them eligible to be a private Pre-K provider in a mixed delivery model. At the current provider status rating, Cecil County is not in alignment with Blueprint's annual targets for mixed-delivery model options. For these reasons we have requested the available waiver for this expectation.

Through the Judy Center we continue to provide childcare providers in Cecil County with access to courses through the Abilities Network, which may be needed by the provider to meet increased level ratings within the EXCELS rating system. The Judy Center also partners with our local EXCELS specialist to provide individual support to childcare providers as they work on components at each level of the EXCEL rating system. Our Judy Center Program Coordinator works with childcare providers to develop Memorandums of Understanding between their business and our programming work to support a childcare provider's professional development needs and goals as it relates to achieving a level 5 EXCELS rating.

The Judy Center Program Coordinator and our local EXCELS specialist assist childcare providers to understand the grant opportunities available to them to acquire a degree of higher education. Support in completing these application processes is also provided.

Linked Artifacts:

- [Child Care Academy Flyer](#)



7. Distribution of Public and Private Pre-K Slot Projections

Use the table below to indicate the percentage of Pre-K slots that are operated by the public school system and eligible private providers, including the criteria identified in each row for the applicable school year. For projected percentage of Pre-K slots, project the number of public and private slots, including instances where it may not meet the Blueprint target.

Current and Projected Pre-K Slots with Distribution of Public and Private Providers

	2021-2022				2022-2023				2023-2024			
	Public		Private		Public		Private		Public		Private	
	#	%	#	%	#	%	#	%	#	%	#	%
Blueprint target percentage of Pre-K slots	-	70%	-	30%	-	65%	-	35%	-	55%	-	45%
Projected Pre-K slots	840	100%	0	0%	900	97%	20	3%	800	96%	30	4%
Actual Pre-K slots	618	100%	0	0%	705	98%	18	2%	800	96%	30	4%
Difference between actual and projected Pre-K slots	222	26%	0	0%	195	22%	2	10%	0	90%	0	10%
Actual Pre-K slots minus Tier I 3-year-olds	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Actual Pre-K slots minus Tier I 3- AND 4-year-olds	NA	NA	NA	NA	295	42%	NA	NA	160	20%	15	50%
Actual enrolled students (filled in annually with the 9/30 enrollment count data)	618	100%	0	0%	705	98%	18	2%	800	96%	30	4%

Linked Artifacts:

Blueprint Requirement (MD Code, Educ §7-1A-03)

- 8. Requesting a Waiver:** Based on the data in the table above, identify whether the school system needs a waiver from the requirements set forth by the Blueprint for the distribution of public and private Pre-K slots for school year 2022-23 and 2023-24. Include a list of the LEA's schools as well as the private providers in the county (provided by MSDE) with the number of Pre-K slots for each and link it as an artifact.



Note: LEAs will have the opportunity to request waivers in subsequent years through the annual reflection and amendment process for their Blueprint Implementation Plan.

Cecil County Public Schools will need a waiver from this requirement. At this time, Cecil County has thirty seats available through one Pre-K provider in the district, and no other applicants have been submitted for private seats. CCPS will continue to inform members of the childcare community about expansion. This will include sharing information regarding the Blueprint expansion to members of the Cecil County Child Care Association as well as the Cecil County Early Childhood Advisory Council. The linked artifact presents an overview of available spaces at schools and the private provider at present.

Linked Artifacts:

- [CCPS Pre-K Slot Availability](#)

9. Leveraging Resources: How will the LEA collaborate with private providers to maximize resources and overcome challenges? Identify the challenges and describe how the partnership may provide a solution. Consider the challenges facing the LEA and the private providers.

Examples may include:

- *Shared staffing where certified teachers employed by the school system are assigned to Pre-K classrooms with private providers*
- *Utilizing classroom space as a shared resource to expand Pre-K for both the LEA and the private providers to increase slots*
- *Maximizing economy of scale by purchasing materials or scheduling professional development together*

Currently Cecil County has one private provider to partner with in a mixed delivery system. It is a present challenge to provide special education services and support on site at the private provider location due to staff shortages experienced by the special education department at Cecil County Public Schools (CCPS). The current practice is to enroll children that require special education services with CCPS. This is an agreed upon arrangement between CCPS and the private provider. To mitigate this special education programming need in the future, CCPS will need to increase their special education staffing in the area of early intervention in order to have the staffing to support at the private provider location. This staffing issue is a direct result of budgetary funding by our county government and other necessary funding streams.

Cecil County's issue related to a lack of qualifying private providers was discussed in Question 6 and is an applicable response here.

Linked Artifacts:

- [MOU with Mount Aviat Academy](#)

10. Data and Information Sharing: Discuss how the LEA will collaborate with private providers to create systems for data and information sharing. Consider student data related to



enrollment, grade reporting, assessments, progress monitoring, IEPs, etc. in addition to instructional resources and system communications.

Cecil County Public Schools will identify the needs of private providers (specifically to assess what, if any, information systems are being used by the provider and whether or not they integrate with our district systems). CCPS will ensure that data sharing agreements are in place that comply with applicable law and local regulations and will ensure private providers have access to appropriate system communications that relate to their work and students.

Linked Artifacts:

1.1.4: LEAs shall enter into a memorandum of understanding (MOU) with MSDE, each eligible private provider participating in a publicly funded Pre-K in the county, and other applicable government agencies

[Blueprint Requirement \(MD Code, Educ §7-1A-05\)](#)

11. Students with Disabilities: Describe how the school system will collaborate with private providers to serve students with disabilities. How will the LEA ensure:

- Students receive services consistent with the placement and requirements under the Individuals with Disabilities Education Act (IDEA) and corresponding State law,
- Private providers receive training and support in the delivery of services and programmatic support described in students' Extended Individual Family Service Plan (IFSP) or Individualized Education Program (IEP), and
- Private providers are included in developing the Extended IFSP or Preschool IEP?

CCPS will collaborate with providers to ensure services, as appropriate, are provided to eligible children in compliance with IDEA. Specifically, as outlined on the student IFSP or IEP, the district will collaborate with private providers to determine the most appropriate placement for services during the Pre-K school year. Students with an IFSP will continue to receive services in the natural environment, including a private provider. Students will have access to services consistent with placement in either the IEP or IFSP. Private providers will be included as members of the IEP or IFSP teams who are developing appropriate plans to meet students' needs.

The district will continue to provide supports and services through Child Find and the Infants and Toddler programs. These services serve as an important connection between the district and the childcare provider, or private provider of Pre-K. Communication in reference to appropriate professional learning will be provided to private providers to ensure access to the ongoing training provided by the district. The district will provide regular opportunities for communication with private providers in reference to federal law and service delivery requirements.

Refer to Question one for additional information in reference to recruitment efforts.

Linked Artifacts:



12. Students Experiencing Homelessness: Describe how the school system will collaborate with private providers to serve students experiencing homelessness. How will the LEA ensure:

- Students and families experiencing homelessness are equitably engaged and supported through coordinated wraparound services and
- Public and private providers fulfill the educational rights of children under the McKinney-Vento Act?

In partnership with private providers, CCPS will ensure that students experiencing homelessness receive appropriate wraparound services and support from providers within the community through implementation of the McKinney-Vento Act. This would include appropriate transportation to and from school as well as resources to support the family while in transition. Additional partnerships between outside agencies will be utilized to ensure that student-specific needs are met.

In consultation with the Department of Student Services, the appropriate Pupil Personnel Worker will ensure the family has care coordination and service access. As appropriate, families will be supported by community partners to meet the needs of the family in transition. Access to food, clothing and additional supports will be provided as needed.

CCPS will also ensure that private providers are invited to meetings with other stakeholders to discuss appropriate support. CCPS has a monthly collaboration meeting with our partners to discuss available supports and services. CCPS will ensure that two-way communication exists between the families and the providers to meet identified needs. The CCPS Judy Center will also partner with the family to ensure supports both inside the school and the community are provided to the family.

Linked Artifacts:

- [Homeless Collab Agenda](#)

13. English Learners: Describe how the school system will collaborate with private providers to serve all English learners. How will the LEA ensure:

- English learners are accurately identified to inform educational programming that takes into account language experience, environment, and learning needs;
- Students receive services appropriate for their placement; and
- Families of English learners are equitably engaged and supported, including providing translation services?

CCPS supports a diverse stakeholder community. As such, when families enroll in Pre-K with a private provider, families complete the Home Language Survey. The Home Language Survey assesses information regarding the child's language experiences and environment within the home. The results of that survey are provided to the ESOL office for screening and for appropriate access to services. Although students are not formally identified until Kindergarten (under MSDE practices), our district will collaborate with providers and ensure appropriate best practices are utilized to support students.

Through consultation with the ESOL office and the private provider, consideration of the



student's needs creates a plan for appropriate support. Learning needs and attainment of appropriate language milestones are assessed within the classroom and appropriate support is identified as needed. Private providers who have students enrolled can access our Language Line to ensure appropriate translation services for families. This includes important system-wide communications and individual on-demand translations as appropriate.

In addition, the ESOL office will continue to share information regarding professional learning opportunities that can be utilized to support a positive public/private partnership that meets the needs of all learners. Training opportunities related to instructional practices and student support will continue to be made available to private providers. Specifically, as a part of our Title III efforts, private providers will have access to identification support, supplemental support as provided through professional learning opportunities and associated materials.

CCPS is reviewing the recommendations of the Blueprint English Learners workgroup and will continue to examine how to best support the early childhood English language learners in response to these recommendations.

Linked Artifacts:

- [Home Language Survey](#)

14. Enrollment Process, Policies, and Procedures: How will the school system, in collaboration with private providers, develop a system of unified and common enrollment for Pre-K that is the same for all schools and providers, ensures access for all eligible students, and reflects the demographics of the enrolled student population? Include descriptions of the enrollment process and timeline and how parents' perceptions and experiences are considered. Discuss how the school system will develop policies and procedures to codify its process as well as the philosophical underpinnings that inform its design. When developing a system for unified and common enrollment, consider the following:

- A common timeline
- A common application
- A common selection process that is fair, transparent, and equitable
- Centrally managed processes for matching family's preferences with school options, promoting socioeconomically and racially diverse learning environments to the greatest practicable without exacerbating disproportionate concentrations of students from different subgroup populations within individual Pre-K programs
- Comprehensive repository of published information such as timelines, school profiles, application support, etc.

Note: Include relevant enrollment policies and procedures, if applicable, as part of the March 2024 artifact submission.

CCPS currently utilizes a system-wide Pre-K online enrollment system, application, selection process and qualifying criteria across all our seventeen elementary school sites. Within the system's policies and regulations, CCPS has documents that highlight the purpose of Pre-K



programming and systemwide processes for the enrollment of children who qualify. These policies, regulations and process documents are attached as artifacts.

To date, qualifications and enrollment criteria to participate in Pre-K programming within the Cecil County Public School system are in direct alignment with COMAR 13A.06.02 and 13A.08.01. CCPS utilizes a criterion referenced system made up of 3 tiers. All children meeting the criteria for Tier 1 are automatically enrolled (i.e., 180% Federal Poverty Level (FPL), Homeless/Doubled Up, Public Assistance, Foster/Kinship Care). All children meeting Tier 2 criteria are guaranteed enrollment beginning in June (children with IEP's, ELL's, Head Start experience). This will increase to 300% of the Federal Poverty Line in the coming academic years. Tier 3 children are enrolled only if slots are still available at the home school location as determined in August of each impending school year (above 180% FPL, no criteria matching tier 1 or 2).

Beginning in March of each school year, CCPS notifies the public of the open enrollment window and qualifications to apply for Pre-K. The open enrollment window launches annually on April 1. Families have the option to apply online utilizing our online enrollment platform or they may schedule a time to visit an elementary school site and receive support from a school staff member to complete the enrollment application. Families receive notification of their enrollment status and/or acceptance immediately if they qualify as a Tier 1, beginning in June and continuing until September 1 if qualifying as a Tier 2, and in mid-August if in Tier 3. Families are notified of their acceptance and status through postal mail, email and a phone call. Enrollment staff at each school site collect feedback and anecdotal information from families related to their experiences with our enrollment system and processes. This information is shared with the program coordinator for early childhood.

Currently, as CCPS has opened its Prekindergarten and Kindergarten enrollment window for the 2023 -2024 school year, we have a fully integrated enrollment system. As applicants for early education programming access the CCPS online enrollment system, they have the option to submit one common application for Prekindergarten programming. This common application has a space for the applicant to indicate that they would like to be considered for the private provider location. The LEA is collecting and storing all applications for both the private and public setting requests. School based secretaries' vet all applications for completeness and the submission of required documentation.

Applications for the private setting are approved as part of the LEA's processes and then communicated and shared electronically with the private provider site. An enrollment secretary for the LEA and an enrollment secretary for the private provider share a common Google spreadsheet so that communication about enrollment occurs in real time and with full transparency.

Linked Artifacts:

- [Enrollment Procedures](#)
- [Enrollment Updates Memo](#)
- [Pre-K Enrollment Process Regulation](#)
- [Pre-K Policy](#)

15. Racial and Socioeconomic Diversity: Discuss the enrollment practices and recruiting strategies the school system will use to ensure students with the greatest needs are enrolled in Pre-K. How will the school system ensure racial and socioeconomic diversity to the greatest extent practicable while preventing disproportionate concentrations of students of the same race, ethnicity, disability status, and income from developing or expanding within an individual Pre-K program, in specific geographic areas, or across the system? Consider



how the unified enrollment system discussed in the previous question will support creating diverse learning environments.

CCPS provides access to Pre-K programming at all seventeen Elementary School sites. The school system is a full inclusion system with no pull out or alternative programs for children with specific needs or disabilities. This full inclusion design creates heterogenous classrooms inclusive of children representing various races, ethnicities, abilities, socio-economic status, and communities. Families are also able to utilize a Child Care waiver option to send their child to a school for Pre-K programming that is directly associated with their childcare provider location which expands the catchment boundaries that exist for school zone designations. The multi-category qualification criteria allow CCPS to diversify the Pre-K settings and expand the available number of classrooms by school. This ensures Cecil County Public Schools has a distributed representation of children throughout all categories of criteria in our Pre-K classrooms.

As the Federal Poverty Line (FPL) increases for Pre-K student acceptance, CCPS will continue to further diversify Pre-Kindergarten classroom profiles as well as expand the number of available Pre-K slots. The required acceptance of children at a (Federal Poverty Line) FPL of 300% will bring the projected number of four-year-old children who will qualify for Pre-K programming to more than 80% for Cecil County. In Cecil County, a 300% FPL will increase the criteria markers beyond marginalized communities and populations and will include children representing all categories of diversity across demographics. This expansion will closely resemble universal Pre-K programming access for Cecil County and will require CCPS to consider various options for offering Pre-K programs including, but not limited to, changing school zone boundaries, and exploring early childhood primary school models.

Linked Artifacts:

16. Family Experience and Support: How will the school system ensure that the enrollment process meets the needs of families? Describe the strategies, tools, and resources the school system will use to understand families' needs and support them through the application and registration process. Consider the needs of families of Tier 1 and priority group students (students with disabilities, youth experiencing homelessness, and English learners).

Cecil County Public Schools currently collaborates across departments and community-based partnerships to ensure access to strategies, tools and resources to support all families with young school aged children in Cecil County. In partnership with the Cecil County Judy Center, Family Service Coordinators connect with families requiring support with the enrollment process. They can serve families with access to translation support, acquiring sensitive and confidential documents, direct connection to elementary school sites and staff, and referrals to agencies within our county to support with health and wellness requirements.

The Cecil County Infants and Toddlers program falls under the LEA organizational umbrella while CCPS also has a direct partnership with Head Start, affording the families receiving services through these organizations direct access to supports and resources to register for school enrollment. Head Start teachers and administrators can support the Pre-K enrollment process directly or can make a direct referral to a Judy Center staff member or CCPS school-based enrollment staff. The Infants and Toddlers program utilizes a child's IEP team to engage in the enrollment process and provide the needed support and resources to assist a family. For families



for which English is a second language, the school enrollment staff will assist connecting the families with translation support via the Judy Center, language lines, or multi-lingual staff members.

As families engage in direct contact and support during the enrollment process feedback is gathered about the families experience and needs. This feedback becomes part of the annual Pre-K enrollment revisits and revisions discussion to inform changes to process, documents and resources. In the future, CCPS will add a satisfaction survey to finalize the enrollment process. As part of this survey, CCPS will ask families for feedback about supports, tools and resources that would improve their enrollment experience.

[Linked Artifacts:](#)

17. Administrative Costs: Describe any administrative costs agreed upon by the school system and private providers in the implementation of the mixed delivery system for Pre-K.

At this point, due to the lack of private providers, Cecil County Public Schools has not established agreements in reference to administrative costs. As future private providers begin partnerships, CCPS will reevaluate this decision as needed and as outlined in MOUs with private providers.

[Linked Artifacts:](#)

1.1.5: MSDE shall require public and private providers to meet high-quality standards to receive public funding

Note: The complete instructional program for grades Pre-K-12 will be described in Pillar 3: College and Career Readiness. When applicable, reference individual objectives, tasks, and questions as needed to support the responses in this section.

Blueprint Requirement (MD Code, Educ §7-1A-04)

18. Comprehensive Services for Students and Families: Describe how the LEA will collaborate with private providers to ensure students and their families have access to comprehensive services (e.g., vision screenings, school psychologists, etc.), including services offered on-site or through community partnerships.

CCPS maintains outstanding relationships with many stakeholder groups. These partnerships take place within school buildings and across programs in the district. As such, opportunities for these experiences and services will be afforded to our private providers as well. Within our community, agencies that request to provide services or screenings will also receive information regarding private providers and CCPS will ensure that information is shared with providers and parents as well. Existing staff members within private providers will receive training, as appropriate, for on-site screenings. Other providers, such as mental health providers, will also be asked to extend services to private provider students as well. Access to the Early Childhood



Mental Health provider will be made available as needed to private providers to ensure appropriate supports are in place for students.

The CCPS Judy Centers provide families with case management and wraparound supports as needed. The Family Service Coordinators ensure families have access to information and resources. Communication between the district and private providers will also ensure providers have access to district-wide information. This includes access to district-wide publications and other communication efforts.

Linked Artifacts:

19. Training and Professional Development: Pillar 3: College and Career Readiness, Sections 3.1.3 (English Language Arts) and 3.1.3 (Math) require the school system to describe its training and professional development plans in English language arts and math for grade levels Pre-K-12, including the following:

- Identifying training needs
- Types of training provided
- Fidelity of implementation
- Ongoing, job-embedded professional development
- Organizational structures and support

For this question, describe the school system's early plans to collaborate with private providers and ensure all employees responsible for Pre-K instruction (e.g., teachers, teaching assistants, etc.) receive training and professional development related to the implementation of the instructional program, including high-quality instructional materials, in Pre-K as outlined in Pillar 3. Discuss the school system's initial plans to include private providers in the development and implementation of its training and professional development plans. Consider professional development models, resources and materials, logistical factors, and any other relevant information.

Cecil County Public Schools has identified plans for professional learning in ELA and mathematics. These plans are discussed beginning at Question 60 (Pillar 3) and Question 85 (Pillar 3) for ELA and math, respectively. The plans identified in this section include information associated with training goals as well as ongoing, job-embedded professional learning.

In partnership with private providers, CCPS will continue to publish professional development schedules and invite private providers to join CCPS staff in ongoing professional development. These opportunities will exist for both teachers and paraprofessionals. To ensure that private providers receive professional development appropriate to their needs, a needs assessment will occur to allow for the voice of the providers in the planning and development stages.

Cecil County Public School's assess the mastery of content for professional development through many and varied measures:

- PD evaluations
- Culminating content learning reflection and summary sheets which accompany PD courses and are completed by participating staff.



- Course quizzes and final assessments for PD participants
- Classroom observations by administrators, with content walk through tools as applicable
- Classroom student data for specific content areas related to the content being supported through professional learning.

All the above-mentioned measures of professional learning serve to provide formative data to inform district leaders on future professional learning topics, needs and opportunities that will support student achievement.

When appropriate, professional learning will occur at a mutually convenient time and place. When this cannot occur, opportunities will be provided for the use of virtual and on-demand professional learning as well as job-embedded and/or coaching support. Additional models for training may include a train the trainer approach.

Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §7-1A-04\)](#)

20. Teacher Pipelines: Pillar 2: High-Quality and Diverse Teachers and Leaders, Subsection 2.4.1 requires school systems to describe their plans to build teacher pipelines for all grade levels, and includes the following:

- Teacher hiring data
- Hiring trends and needs
- Partnerships with institutions of higher education and educator preparation programs
- Grow your own programs
- Diverse environments for observations and practica
- Mentor teacher assignments for observations and practica

Considering the school system's plans discussed in Pillar 2, how will the school system initially work with private providers and educator preparation programs in developing early plans to build teacher pipelines for early childhood teachers that will serve both public and private Pre-K programs? How will the LEA communicate these opportunities to current and prospective employees?

CCPS has identified areas for recruitment and retention of the workforce, outlined in Pillar 2. These plans will be implemented across the district, including efforts to recruit and retain Early Childhood staff consistent with the needs of the expansion efforts. In response to these data, the district has identified a number of strategies to expand the field of candidates for all positions in the system.



To support private providers, CCPS will ensure that private providers are aware of supports and opportunities for certification requirements and additional coursework. This includes sharing cohort information with providers and their staff.

To support educator preparation programs, the district will work with the Teacher Academy of Maryland to support Child Development Associate (CDA) certification during the school day. This supports an early entry into the pipeline as an instructional staff member. As we work to grow our own workforce through this program, we will be able to increase the number of interested and qualified candidates for future openings. In addition, CCPS will continue to identify partnership opportunities with higher education programs including through a partnership with Cecil College and other teacher preparation programs at University of Maryland, University of Delaware, Towson University, and Wilmington University. CCPS remains open to additional partnerships as well.

The district will continue to identify opportunities to communicate workforce needs to colleges and universities and will work to develop appropriate programming to support the demands created by Pre-K program expansion. In cooperation with our Human Resources department, CCPS will ensure that opportunities for job-embedded training and career growth are communicated to prospective employees and the private providers.

Linked Artifacts:

21. Developing Teaching Assistants: Discuss how the school system will work with providers and educator preparation programs to support teaching assistants in obtaining the necessary certificate or degree to meet the credentialing requirements set forth by the Blueprint by the beginning of SY 2025-26? How will the LEA communicate these opportunities to current and prospective employees?

Examples may include:

- *Creating cohort models to support staff to complete CDA coursework and meet certification requirements*
- *Partnering with institutions of higher education to develop programs designed to support staff in obtaining associate degrees, especially institutions that will award college credit for work experiences within the field*
- *Leveraging high school CTE programs to provide aspiring teachers the opportunity to work as CDA certified teaching assistants*

Beginning in the fall of 2023, a cohort of 20 early childhood paraprofessional educators will begin the Child Development Associate (CDA) credential program. CCPS will partner with the Maryland Family Network to provide access to the CDA for this initial cohort of 20 participants. In the spring of 2024, CCPS will partner with the University of Maryland as part of their CDA credentialing program to continue to enroll early childhood paraprofessional educators into the CDA program.



As paraprofessionals enter the CCPS system they will be informed of the CDA opportunity at the time of their employment and offered the opportunity to engage in the attainment of their CDA as a CCPS employee. For paraprofessionals already employed by CCPS, information sessions will be offered in spring of 2023 to describe the full CDA opportunity and the benefits to them as an employee. Information about the CDA will be posted on the employment webpage for all future employment applicants.

CCPS paraprofessionals who engage in the CDA program will be supported by a Community of Practice structure that will provide collegial support and resources to cohorts of enrolled candidates. The Community of Practice will be a combination of in person and virtual study group experiences where CDA candidates can access support with coursework and portfolio requirements prior to the CDA assessment and portfolio review.

Linked Artifacts:



22. Developing High-Quality ECE Staff Projections

Use the information from “Pre-K Enrollment Projections” to complete the first row of each of the tables below. Using the student enrollment numbers, complete Table 1 to identify the hiring needs for teaching assistants and Table 2 to identify the hiring needs for teachers based on an expansion of Pre-K. For each table, disaggregate the data by provider type.

Table 1: Current and Projected Number of Pre-K Teaching Assistants (TA)

	2021-2022		2022-2023		2023-2024	
	Public	Private	Public	Private	Public	Private
Student Enrollment	618	0	705	18	900	30
Total TA Positions	34	0	37	2	38	2
Filled TA Positions	34	0	37	2	38	2
Vacant TA Positions	0	0	0	0	0	0

Table 2: Current and Projected Number of Pre-K Teachers

	2021-2022		2022-2023		2023-2024	
	Public	Private	Public	Private	Public	Private
Student Enrollment	618	0	705	18	900	30
Total Teacher Positions	34	0	38	2	38	2
Filled Teacher Positions	34	0	38	2	38	2
Vacant Teacher Positions	0	0	0	0	0	0

Linked Artifacts:

1.2.1: Administer an unbiased Kindergarten Readiness Assessment to all incoming kindergarten students

23. Administration of the Kindergarten Readiness Assessment (KRA): Discuss how the LEA consults with kindergarten teachers in developing guidelines and training to ensure an unbiased administration of the KRA. How does the LEA ensure staff responsible for administering the KRA receive the training?



Annually, all Kindergarten teachers participate in returning teacher refresher training or new teacher training if they have never previously administered the KRA. Kindergarten teachers meet with the program coordinator for early childhood about KRA administration procedures. Policies and requirements are reviewed as a professional learning topic. Before the opening of each school year all elementary administrators are briefed on KRA administration procedures and requirements as well.

In the future, a KRA workgroup of teachers and administrators will be utilized to reflect on the procedures and practices implemented during the KRA administration window to inform revised administration procedures and requirements for each year to follow. The KRA online new teacher and refresher training options for the KRA will also be led by a live facilitator for future school years to ensure that explicit attention is provided to administration procedures are free of biased practices and bias awareness is understood by kindergarten teachers.

Linked Artifacts:



24. Kindergarten Readiness Assessment Projections

Use the tables below to indicate current and projected levels of kindergarten readiness using the Kindergarten Readiness Assessment (KRA). Use the first table to disaggregate overall readiness by level (emerging, approaching, and demonstrating) for each of the demographic and service groups listed. Use the second table to provide the average scale score by individual domain.

Table 1: Current and Projected KRA Levels with Demographic Distribution

	2021-2022			2022-2023			2023-2024		
	ER	AR	DR	ER	AR	DR	ER	AR	DR
All Students (Number)	223	326	296	213	356	379	200	392	433
All Students (Percentage)	26%	39%	35%	22%	38%	40%	20%	38%	42%
% Female	20%	39%	41%	16%	38%	46%	12%	40%	48%
% Male	32%	38%	30%	28%	37%	35%	20%	43%	37%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Black/African American	35%	42%	23%	30%	38%	31%	25%	30%	45%
% Hispanic/Latino	41%	31%	28%	33%	33%	33%	30%	30%	40%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Two of More	34%	46%	20%	25%	41%	33%	25%	30%	45%
% White	23%	38%	39%	20%	37%	43%	25%	30%	45%
% Economically Disadvantaged	38%	41%	21%	30%	39%	32%	25%	30%	45%
% English Learner	55%	34%	11%	59%	30%	11%	30%	30%	40%
% Special Education	58%	33%	9%	49%	35%	17%	30%	30%	40%

ER = Emerging Readiness, AR = Approaching Readiness, DR = Demonstrating Readiness

Table 2: Current and Projected Average KRA Scale Score by Domain

Domain	2021-2022	2022-2023	2023-2024
Language and Literacy	263	265	270
Mathematics	264	265	270
Social Foundations	274	275	280
Physical Well-being and Motor Development	275	277	280

Linked Artifacts:



Pillar 1, Objective 3: Expand family supports

1.5.1: Judy Centers

Blueprint Requirement (MD Code, Educ §5-230)

25. Expanding Access for Families: Describe the LEA's plans for expanding support for families through Judy Centers. Include the current number of centers and the number of families served as well as the community's need and whether additional centers are needed. Consider the geographic distribution of centers to meet the needs of the community.

The Cecil County Judy Center model is unique within the state. We operate as one comprehensive Judy Center serving 10 catchment communities. This allows us to be easily accessible by all our partnering agencies who would otherwise be interacting with 10 individual Judy Center sites. This individual site model does not best serve our community needs across our county and would serve to add strain to a fully collaborative social support structure already in place in Cecil County.

The Judy Center in Cecil County serves as the lead agency for partners and schools to reference and access when supporting children aged birth to five and their families. Our process within our comprehensive model includes screening referrals for the catchment the family is tied to and the JC staff and programs available within that catchment.

Our Judy Center provides Family Service Coordination across all 10 catchments, playgroup programming, community, and school-based events and soon to be home visiting.

It is through our referral screening and family service coordination work that we address the individual needs of families within our communities. As we identify families' needs within communities, we see what current social and family concerns are unique to our individual catchments. Through all of our programming we address the unique concerns and needs of communities providing responsive and preventative support to increase the health and wellness of early childhood experiences within our 10 catchment areas.

Linked Artifacts:

Pillar 1: (OPTIONAL) Proposed Regulatory Revisions and Waivers

26. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.



Response here...

Linked Artifacts:

Pillar 1: Stakeholder Engagement

27. Identify the key stakeholder groups that the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the Early Childhood Education Pillar. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Examples may include:

- *County-based governmental offices such as Health, Human Services, Housing, etc.*
- *Local Early Childhood Advisory Council (ECAC)*
- *Organizations supporting specific student groups such as multilingual learners*

CCPS is well-positioned to continue utilizing a multi-disciplinary team to support Early Childhood expansion through the Judy Center partnerships and the Early Childhood Advisory Council. The Judy Center team has established powerful partnerships with many Cecil County departments and agencies. These agencies include the Cecil County Health Department, Cecil County Department of Social Services, MRDC Head Start, WIC, Cecil County Pregnancy Center, childcare providers and others. During regular meetings throughout the school year, opportunities to discuss partnerships are reviewed and expanded. In addition, the district Early Childhood Advisory Council meets regularly to discuss the needs of the community and to plan appropriate supports. Through ongoing collaboration, CCPS is finding opportunities for agencies to interact with each other and support the ongoing work of Early Childhood program expansion.

As a district, there are also a number of stakeholder groups that provide support into the Early Childhood Education Pillar including the Infants and Toddlers staff and Child Find teams. This includes supporting the needs of families individually and of the whole community. As the plan continues to develop based on feedback from these groups, CCPS will ensure that there is a system in place to solicit information and to operationalize the feedback provided.



Stakeholder Group	Contributions	Frequency of Engagement
Judy Center Steering	Communications regarding the availability of ECE programming opportunities, enrollment discussion and supports, supporting/sharing community resources, sharing details about opportunities and professional learning	Bi- Monthly
Early Childhood Advisory Council	Communications regarding the availability of ECE programming opportunities, enrollment discussion and supports, supporting/sharing community resources, sharing details about opportunities and professional learning	Bi- Monthly
Cecil County Health Department	Communications regarding the availability of ECE programming opportunities, enrollment discussion and supports, supporting/sharing community resources, sharing details about opportunities and professional learning	Bi- Monthly
Cecil County Department of Social Services	Communications regarding the availability of ECE programming opportunities, enrollment discussion and supports, supporting/sharing community resources, sharing details about opportunities and professional learning	Bi- Monthly
Local Child Care Providers	Invited to ongoing professional learning opportunities to support EXCELS growth	Ongoing
Dental Screenings	Information regarding ECE enrollment and family resources	As scheduled throughout the district
Child Find	Family supports and interventions shared with families; enrollment support and navigation	Ongoing
MRDC Head Start	Communications regarding the availability of ECE programming opportunities, enrollment discussion and supports, supporting/sharing community resources, sharing details about opportunities and professional learning	Bi-Monthly
Cecil County Pregnancy Center/WIC	Communications regarding the availability of ECE programming opportunities, enrollment discussion and supports, supporting/sharing community resources, sharing details about opportunities and professional learning	Bi-Monthly
Cecil County Public Libraries	Communications regarding the availability of ECE programming opportunities, enrollment discussion and supports, supporting/sharing community resources, sharing details about opportunities and professional learning	Bi-Monthly
Cecil College Adult Education	Communications regarding the availability of ECE programming opportunities, enrollment discussion and supports, supporting/sharing community resources, sharing details about opportunities and professional learning	Bi-Monthly
Cecil County Parks and Recreation	Communications regarding the availability of ECE programming opportunities, enrollment discussion and supports, supporting/sharing community resources,	Bi-Monthly



	sharing details about opportunities and professional learning	
Cecil County Public Schools English Language (EL) Office	Communications regarding the availability of ECE programming opportunities, enrollment discussion and supports, supporting/sharing community resources, sharing details about opportunities and professional learning	Ongoing

Linked Artifacts:



Pillar 2: High-Quality and Diverse Teachers and Leaders



Pillar 2, Objective 1: Recruit and support high-quality and diverse teachers to meet workforce needs

2.1.5: Monitor the quality and diversity of State teacher candidates and existing teacher workforce

28. Teacher Hiring Data: Use historical hiring data to identify the number of new teachers the LEA will need going into future years by grade band and subject area.

Grade Band	Certification	2021-2022	2022-2023	2023-2024
Pre-K - 5th Grade	Early Childhood	6	8	15
	Elementary	18	16	20
	World Languages	0	0	0
	Physical Education	1	1	1
	Health	0	0	0
	Fine Arts	2	2	2
	Career and Technical Education	0	0	0
	Special Education	11	21	25
	ESOL	0	0	0
	Other	2	0	1
6th - 8th Grade	Math	4	1	3
	English Language Arts	3	6	5
	Science	2	3	2
	Social Studies	5	3	3
	World Languages	0	1	1
	Physical Education	2.5	2	2
	Health	.5	0	0
	Fine Arts	0	3	1
	Career and Technical Education	1	0	0
	Special Education	9	9	9
	ESOL	0	1	0
	Other	0	3	2
	9th - 12th Grade	Math	4	1
English Language Arts		4	2	3
Science		1	0	2



Social Studies	2	1	1
World Languages	1	1	1
Physical Education	0	0	0
Health	0	0	0
Fine Arts	3	2	2
Career and Technical Education	4	5	3
Special Education	8	4	6
ESOL	1	1	1
Other	2	0	1

Linked Artifacts:

29. Hiring Trends and Needs: Using historical hiring data and additional relevant context, in what grade levels and subject areas has the school system struggled to recruit prospective teachers? Discuss the challenges associated with hiring for these areas.

Decreased enrollment in education programs has resulted in fewer candidates for vacancies. As the Cecil County Public Schools workforce ages out, CCPS will continue to face the challenge of hiring certified candidates. This has increased the number of conditional candidates being hired, specifically in the areas below.

Special Education, all grade levels

- Each year CCPS hires dual certified candidates to fill vacancies. As general education (content) positions open within the system, teachers will transfer to those positions creating a cycle of unfilled special education positions each year. Increasing caseloads and workloads contribute to people leaving special education more quickly.

6-12 Math

- CCPS continues to struggle with attracting graduates with mathematics degrees into the field of education as there are other career opportunities available with higher salaries and fringe benefits. CCPS continues to seek career changers and support their certification work.

6-12 Science

- CCPS continues to struggle with enticing graduates with science degrees into the field of education as there are other career opportunities available with higher salaries and fringe benefits. CCPS continues to seek career changers and support their certification work.

9-12 Career and Technical Education (CTE)

- Traditionally, the CCPS new hires in CTE are career changers and are compelled to complete certification requirements. Depending on their background, the number of courses to obtain certification varies. Furthermore, these individuals are able to earn more money in a career outside of education.

Linked Artifacts:

- [Conditional Teacher Count Chart](#)
- [Employment Opportunities](#)

Blueprint Requirement (Section 5 of Chapter 36)

30. Recruiting and Hiring a Diverse Workforce: What challenges exist for the LEA in hiring staff that matches the diversity of its student population? Describe the strategies the school system will use to recruit and hire diverse teachers and leaders. How will the school system ensure:

- Recruitment practices intentionally build a pipeline of diverse candidates that represent the demographics of the student population and
- Hiring practices include interview protocols, questions, and performance tasks that reveal candidates' knowledge, strengths, and experience while mitigating and eliminating opportunities for implicit bias?

Note: Utilize and reference the data and information shared in the annual diversity report submitted to AIB and link the report as an artifact.

Although we explore many recruitment avenues, recruitment numbers are low overall, including minority candidates. We continue our efforts to increase minority participation in the Teacher Academy of Maryland (TAM) program and then contact all the students regularly throughout their college years, so they maintain their connection to CCPS and are aware of our job opportunities.

We designate minority teachers and administrators to participate in all recruitment fairs. It is important for minority candidates to see minority staff who have positive experience with our school system. CCPS will need to develop a plan that is sustainable with a focus. It is important to create a more positive image of targeted schools, or those with high transfer and turnover rates and high numbers of inexperienced teachers.

Additionally, we will need to work on retaining diverse staff and grow our own program with a focus on diverse employees. Continue to encourage administrators (school-based admin and instructional coordinators) to meet with practicum students who have placements in CCPS schools to encourage and support them. Create a succession/training/mentorship plan to develop current diverse staff into teacher leaders in the classroom and beyond.

Cecil County Public Schools announces job openings on the website (<https://www.ccps.org>) and on Indeed.com. CCPS has a strong partnership with the local branch of the National Association for the Advancement of Colored People (NAACP). All job postings are emailed directly to them to be distributed among their members. In addition to these job announcement distributions, we actively recruit teacher candidates via both on-site and virtual recruitment fairs at local and regional colleges and universities. This includes Historically Black Colleges and Universities (HBCUs), most recently, the recruitment fair held on April 14, 2022, at Howard University in Washington, D.C. It should be noted that the expansion of virtual recruitment fairs has allowed us to reach a wider audience than on-site fairs only.

Cecil County Public Schools has fair and equitable hiring practices from applicant screening through onboarding. Initial applicant screening is completed by Human Resources administrators. Applications of qualified candidates are then shared with school-based administrators and content leaders at the central office. Principals and content leaders work together to conduct the interviews. Assistant principals are also often



part of the interview teams. Administrators are trained to conduct themselves throughout the entire process in such a way that eliminates personal bias and sets a tone to put all candidates at ease. Procedures and documentation are designed to avoid discrimination and meet all legal standards.

Administrators are provided with a handbook, *The Legal Side of Hiring*, from Human Resources that details every step of the process, and Human Resources staff are readily available to answer any questions that may arise. On April 21, 2022, all administrators involved in the hiring process participated in a training session, *Best Practices: Recruitment & Hiring*, which was led by Lisa Settles, Esq. of Pessin Katz Law. Additionally, no job offers are made until a Human Resources administrator has reviewed the applicant screening criteria and interview documentation, including rating sheets, to ensure these standards were followed.

The CCPS interview practices do not contribute to a lack of diversity and administrators understand the importance of interviewing minority candidates. Unfortunately, they do not have many minority candidates to consider. Increasing diversity among applicants is the first step to meeting all other goals. The Maryland Negotiating Service (MNS) workgroup recommendations to create a state-level recruitment organization, increase education programs in Maryland, and evaluate Maryland certification requirements will greatly benefit those efforts.

Linked Artifacts:

- [Blueprint Diversity Report](#)
- [Legal Side of Hiring](#)
- [Interview Screening Sheet](#)
- [Interview Summary Sheet](#)
- [CCPS Policy AE](#)

31. Evaluation of Recruiting and Hiring Practices: How will the school system and board of education evaluate its hiring practices and recommend changes to ensure teachers and leaders match the diversity of the student population?

Cecil County Public Schools compares the minority populations of CCPS students to the minority population of CCPS teachers. Our percentage of diverse students to diverse teachers is 25.2% to 7.4%. Cecil County's population equates to 11.7% diversity. We will focus on strategies to close the gap between diverse students and diverse staff, with a low county diversity level.

All administrators will be regularly reminded of the current diversity of staffing numbers and the importance of meeting the CCPS goals. Currently, the Board of Education receives an annual staffing update in the fall that includes minority staffing data throughout the school system and within individual schools for teachers, administrators, and support staff. The CCPS goal is that all staffing percentages mirror the student population. This report will be shared with administrators with updates presented throughout the year, particularly in the spring prior to the teacher hiring season. Cecil County Public Schools will make an effort to have minority representation on each interview team. This will help with the comfort level of minority candidates and also reinforce our commitment to increasing minority staffing. To further address implicit bias and work towards a diverse staff, all CCPS staff members participated in the Implicit Bias Training Modules - Kirwan Institute through The Ohio State University.

Per the negotiated agreement between the Board of Education and the teachers' association, both voluntary and involuntary transfers are allowed. Teachers are not required to specify a reason for a transfer request. Involuntary transfers are made at the discretion of the Superintendent and are based on school system needs. CCPS has not made involuntary transfers based on employees' race or ethnicity. Making teachers aware of the staffing data and goals could encourage staff to transfer to schools in need of more diversity.



Linked Artifacts:

- [Blueprint Diversity Report \(refer to factor 5 - Tables 10 and 11\)](#)



32. Teacher Diversity Projections

Use the table below to indicate the current and projected total number of students and teachers within the school system, including the percentage by gender and race/ethnicity. If gaps exist between the diversity of the school system's students and teaching staff, develop projections to narrow those gaps. If no gaps exist, set projections to ensure the school system will maintain a diverse teaching corps.

Note: Use the data submitted from the 2022 diversity report submitted to AIB as a resource and linked artifact.

Demographic Comparison of Teaching Corps to Student Population

	2021-2022		2022-2023		2023-2024	
	S	T	S	T	S	T
Total (Number)	14777	1237	15044	1209	15100	1215
% Female	48%	78%	48%	76%	48%	75%
% Male	52%	22%	52%	24%	52%	25%
% Nonbinary	NA	NA	NA	NA	NA	NA
% American Indian/Alaska Native	<1%	<1%	<1%	<1%	<1%	<1%
% Asian	<1%	1%	<1%	1%	<1%	1%
% Black/African American	10%	3%	11%	3%	11%	3%
% Hispanic/Latino	9%	2%	9%	2%	9%	2%
% Native Hawaiian/Pacific Islander	<1%	<1%	<1%	<1%	<1%	<1%
% Two or More	7%	1%	8%	1%	8%	1%
% White	73%	93%	71%	93%	72%	93%

S = Student Population, T = Teacher Population

Linked Artifacts:

- [Blueprint Diversity Report](#)



Pillar 2, Objective 2: Increase rigor of teacher preparation programs and licensure requirement

2.2.2: Revise teacher prep programs to meet new requirements

33. Partnerships with Institutions of Higher Education and Educator Preparation

Programs: How do you intend to partner with institutions of higher education and educator preparation program(s) to increase the number of candidates in the subject areas and/or grade bands previously identified? How will the school system collaborate with institutions of higher education and educator preparation programs to ensure:

- Students recruited into teaching programs obtain certifications in the subjects and grade levels the school system needs and
- Standards and practices students are taught in teaching programs align with the standards and practices they will be responsible for implementing as teachers in the LEA's classrooms?

Cecil County Public Schools currently has partnerships with colleges and universities such as Towson University, McDaniel College, Goucher College, Cecil College and University of Delaware. While CCPS does not currently have recruitment practices in place with these institutions for high need content areas, CCPS is looking into how to best identify and recruit students moving forward. CCPS is currently looking into recruiting non-traditional employees and high school graduates into the education programs.

CCPS has utilized Maryland Leads funding to help support recent CCPS graduates' college education through Cecil College. There are currently 34 college students in the education program at Cecil that are utilizing the MD Leads funds to support their education. We have established a program with a signed commitment to return to CCPS following their graduation from college.

Local scholarships have been established to support graduating seniors as they begin their journey in education programs. Henry Shaffer, Dr. D'Ette Devine, and Mr. Randy Sheaffer educational scholarships are available for graduating seniors to apply for and receive. Additionally, the CCRSPA (Cecil County Retired School Personnel Association) has a scholarship available for graduating seniors entering the field of education.

To align the standards and practices between higher education and Cecil County, CCPS intends to continue to educate our partner colleges and universities on programming within Cecil County Public Schools. CCPS curriculum can be accessed through the CCPS website. (<https://www.ccps.org>) and higher education institutions are encouraged to review this information to share with their faculty and students.

See question 36 for more information on CCPS partnerships.

Linked Artifacts:

- [Direct Bill Agreement Chesapeake College](#)
- [Direct Bill Agreement Goucher College](#)
- [Direct Bill Agreement McDaniel College](#)
- [Direct Bill Agreement Towson University](#)



- [Direct Bill Agreement University of Phoenix](#)

Blueprint Requirement (MD Code, Educ §6–120)

34. Diverse Learning Environments for Observations and Practica: Discuss the LEA's process for identifying schools with diverse populations and supportive school environments for teacher candidates to complete observations and practica. Include a description of the characteristics of a supportive school environment and the criteria the school system uses to identify a school as having a diverse student population.

Each year, CCPS reviews updated student enrollment data to determine which schools are selected as Title I schools to receive additional support. The student enrollment data is also used to determine which schools have a diverse student population.

In working with teacher candidate placement, priority is given to schools with a diverse student population (race, ethnicity, socio-economic status), giving the teacher candidate full public-school experience in working with students from diverse backgrounds. Additionally, climate survey data will be considered when placing student teaching interns.

Characteristics of a supportive school environment for teacher candidates include these areas:

- Creating a positive, safe, and nurturing learning environment for continued growth
- Maintaining high levels of communication and feedback
- Providing clear and direct feedback
- Shared belief that all students will learn
- High staff satisfaction survey data that is gathered annually

The teacher candidate support includes:

- A site coordinator for CCPS to determine the ideal placement
- Ongoing feedback between the cooperating teacher and Institute of Higher Education (IHE) supervisor
- Ongoing communication between CCPS and the IHE to ensure the mentor is meeting the needs of the teacher candidate.
- Feedback from content related Instructional Coordinators, building administration and other mentor teachers will be provided throughout their intern experience.
- Student interns will participate in all professional development activities available to them.

Linked Artifacts:

- [Cooperating Teacher Interest Form](#)

35. Mentor Teacher Assignments for Observations and Practica: Describe how teacher candidates will be assigned highly effective teacher mentors to supervise them during their observations and practica. Discuss the selection process for teacher mentors, including the data sources for classifying teachers as highly effective, the process for matching teacher mentors to teaching candidates, and how the school system supports teacher mentors in effective mentor practices.



Cecil County Public Schools partners with many local colleges and universities to place student interns and student teachers with experienced CCPS teachers. The following criteria is used in selecting a CCPS cooperating teacher:

- CCPS teachers must complete an interest form.
- CCPS teachers must have at least three years of experience in the curricular area needed for the student intern.
- CCPS teachers must be rated as effective or highly effective on observations and evaluations.
- The principal must approve the teacher to serve as a cooperating teacher.

When it is time to place student interns, the colleges work with the CCPS point of contact in requesting placements based on the student intern's degree and needs.

As the career ladder is developed, consideration of placement of teacher candidates with teachers on certain levels of the career ladder may be considered.

The colleges will provide any necessary training that is required for their programs as well as providing CCPS an MOU describing the requirements for each entity during the placement period.

Linked Artifacts:

- [Cooperating Teacher Interest Form](#)
- [Cooperating/Mentor Teacher Criteria and Information](#)
- [University of Delaware MOU](#)

2.2.6: Develop and implement pathways for paraprofessionals to become certified teachers

36. Grow Your Own and Alternative Preparation Programs: What types of programs or initiatives does the school system currently have or plan to launch to leverage Grow Your Own strategies and Alternative Preparation Programs to expand the teacher pipeline? Discuss each of the individual groups below.

- **High School Students**

Currently CCPS offers the Teacher Academy of Maryland Program (TAM) to high school juniors and seniors. At the completion of this program, students take the ParaPro Praxis Assessment and are encouraged to apply to CCPS paraprofessional positions upon graduation.

CCPS currently is encouraging/recruiting TAM graduates to seek employment to begin their career in Cecil County Public Schools. Opportunities for tuition payment are made available through Maryland LEADS grant funding at this time. Following the conclusion of the MD LEADS grant, tuition reimbursement will be available to allow the students to continue their degree programs. By beginning employment early, these students will begin to receive the benefits related to employment with CCPS and Maryland State Retirement and Pension System.

CCPS has a robust dual enrollment program available to our high school students. Opportunities for high school students to take advantage of earning college credit while enrolled in high school occur at both the home high school and at Cecil College.



In the 2022-23 school year, CCPS hired two previous TAM graduates from the first cohort as full-time teachers. CCPS is planning to have these employees return to 10th grade classrooms to recruit students to apply to TAM as rising juniors. CCPS believes that this will educate high school students on the long-term career possibilities following the completion of TAM and a higher education program, with emphasis on tuition assistance for higher education programs if the student becomes employed with CCPS after graduation. CCPS is currently utilizing MD LEADS grant funds to provide scholarships to TAM students for Cecil College (see artifact).

Additionally, increasing the opportunities for current students, even at the middle school level to work with younger students, would provide earlier exposure to possible teaching careers. CCPS does not currently have an Alternative Preparation Program.

Linked Artifacts:

- [Cecil College MD LEADS Flyer](#)
- **LEA Employees without Degrees (e.g., teaching assistants, support personnel, etc.)**

CCPS has tuition reimbursement available for employees to pursue advanced degrees. Specifically for our support staff, we have negotiated for these individuals to be reimbursed at a higher rate if they are pursuing an educator preparation program. Additionally, we have written full scholarships into the MD LEADS grant. To utilize these opportunities, CCPS will encourage building-level administrators to identify and support staff members to pursue education degrees (AA and beyond) and will develop a cohort for staff members to participate with partnership Institutions of Higher Education (IHEs) to provide tuition assistance and a support network for completion of the program and certification. Once completed, CCPS will focus staffing placement of these individuals in high needs/diverse schools.

- [Blueprint for Maryland's Future:](#)

To support staff members without degrees during their internship experience, CCPS has established protocols that allow for staff members to continue employment (with salary and benefits) while completing their required internship

Linked Artifacts:

- [Tuition Reimbursement for Support Staff](#)
- [Interested in Becoming a Teacher Flyer](#)
- [Cecil College MD LEADS Flyer](#)

- **Individuals with Degrees in Other Fields (e.g., career changers)**

Through internal (substitutes, coaches, tutors etc.) and external (friends, associates, business partnerships, relatives of current employees) referrals, CCPS educates individuals with degrees in other fields on the possibility of becoming a conditional teacher and has direct bill programs to cover tuition expenses for course required for professional certification. Social media is used to advertise the benefits of working for CCPS. We participate in local job fairs to employ individuals who may hold a degree in another field and are looking for a change in employment. See answer for Question 33 regarding shadowing a teacher for the day, attending job fairs, etc.

Linked Artifacts:

- [Tuition reimbursement for Teachers](#)



- **Diverse Teacher Candidates (e.g., gender, race, hard-to-fill areas such as multilingual teachers)**

CCPS recognizes that this is an area that needs continued development by employing the following strategies:

- Identify current diverse staff members to grow our own.
- Utilize MD LEADS grant to pay for praxis tests for hard to fill areas if current staff are interested in transferring.
- CCPS is offering a one-time bonus payment for any employee who transfers into a hard to fill area.
- CCPS has re-established the CCCTA (Cecil County Classroom Teachers Association) Minority Affairs Committee that is tasked to assess the culture and climate of CCPS in relation to our minority employees in working to foster more diversity among our workforces.

Linked Artifacts:

Pillar 2, Objective 3: Establish new statewide educator career ladder and professional development system

Note: When developing plans in this section, LEAs should consider requirements related to collective bargaining.

2.4.1: LEAs and MSDE shall implement a new program to support and encourage teachers to obtain and maintain NBC, particularly teachers from historically underrepresented populations

Note: The NBC data requested in this section is for reporting purposes and to allow MSDE and AIB to track Blueprint implementation progress related to NBC areas of the career ladder. These data may not tie to or reflect final counts used in career ladder State Aid calculations. LEAs will continue to work with MSDE for annual NBC data submissions specifically for the purposes of State aid calculations.

Blueprint Requirement (MD Code, Educ §6–1008)

37. Local National Board Coordinator: Identify the name and responsibilities of the individual(s) serving as the school system's Local National Board Coordinator.

Name	Position	Responsibilities
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Wesley Zimmerman	Director of Education Services	Organize and plan information meetings for teachers who are interested in National Board Certification. Organize teacher data and communicate with MSDE and NBPTS about the NBC candidates for each yearly cohort. Collaborate with the session leaders about the needs of the NBC candidates.
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Blueprint Requirement (MD Code, Educ §6–1008)

38. National Board Certification Program: Describe how the school system’s NBC Coordinator will develop and implement a program that encourages and supports candidates pursuing National Board Certification. Discuss both virtual and in-person opportunities and how the school system will train and support National Board Facilitators as well as National Board Candidates.

The CCPS coordinator will work with the National Board facilitators to present information about the National Board process at different times during the school year to help encourage all teachers, including underrepresented groups, to pursue a National Board Certification. School based administration and Instructional Coordinators will encourage those from underrepresented groups in their buildings to pursue NBC. CCPS will offer face-to-face and virtual options for teachers to attend, such as monthly Saturday sessions. The CCPS National Board facilitators are encouraged to sign up for training sessions through the National Board. The NBC candidates will have the opportunity to attend face-to-face monthly sessions to support the candidates on best practices for each component. Office hour Zoom sessions will also be offered to candidates with scheduling conflicts on the monthly Saturday sessions.

Linked Artifacts: [National Board Website](#)

39. Recruiting from the Existing Teaching Corps: Describe how the school system will encourage and incentivize current teachers to pursue National Board Certification, including teachers from groups historically underrepresented in the teaching profession.

Cecil County Public Schools encourages all teachers eligible for the National Board Certification to participate in the process. CCPS provides information sessions in the spring and fall for any teacher interested in participating to learn more about National Board Certification. The sessions are scheduled through Zoom to allow teachers more flexibility in their schedules.

CCPS provides NBCT candidates professional leave days during the school year that allows them to work on the NBCT components without counting against their accumulated leave. In addition, Saturday support sessions are made available to all candidates to work with experienced National Board-Certified teachers who can provide guidance on the best practices for each component.

The Blueprint \$10,000 salary increase has shown to be the most important incentive for teachers to pursue the National Board Certification, including those historically underrepresented in the profession. In addition, the fee waiver provided by MSDE/LEA allows all eligible teachers to pursue the certification with limited out of pocket costs.



Cecil County Public Schools awards each successful candidate six professional learning credits applied to the teacher's Professional Development Plan for their Advanced Placement Certificate Renewal.

CCPS will encourage candidates to explore and access the free resources provided by NBPTS including virtual introductory courses for facilitators, a Cohort Planning Toolkit, regular webinars, and examples of best practices.

CCPS has two (2) current NBC facilitators to support all candidates through the certification process. In addition, other NBC teachers serve as mentors to current candidates.

Linked Artifacts:

- [CCPS Website](#)
- [Professional Experience for Professional Development Plan](#)

40. Recruiting Teachers to the School System: What strategies will the school system utilize to recruit experienced teachers with National Board Certification to the school system?

CCPS will advertise the Blueprint language about the National Board Certification salary increase along with how NBCTs will be associated with the Career Ladder and possible teacher-leader roles in the school system. We have provided information related to the \$10,000 salary enhancement for experienced teachers and the potential for additional monetary gains based on NBC recertification and working in an identified low-performing school. We will post the benefits associated with NBC status on our website for recruitment purposes and for current employees. CCPS salary scales are posted to highlight the NBC stipend and the \$60,000 starting salary effective July 1, 2026. CCPS will actively recruit historically underrepresented groups. We have and will continue to attend out of state recruitment events highlighting the benefits related to The Blueprint Career Ladder and NBC certification.

Linked Artifacts:



41. National Board Certified Teacher Projections

Use the tables below to indicate the current and projected National Board Certified teachers in the school system. Use the open response field below to describe how the school system will increase the number of NBCT in the future, including among historically underrepresented groups. Teachers holding multiple certifications or teaching multiple grades may be counted more than once.

In 2020-21 and prior years, Cecil County Public Schools limited the number of National Board for Professional Teaching Standards (NBPTS) candidates due to budget constraints. Teachers who met the NBPTS eligibility were required to apply, and the applications were reviewed by a committee to select the successful candidates for the fee waiver incentive.

Starting in 2022-23, with the implementation of the Blueprint funding, CCPS no longer limited the number of initial candidates to apply for the fee-waiver incentive. The Blueprint funding allows all teachers who meet the NBPTS criteria to apply and not be responsible for any component fees, in addition to the \$10,000 salary increase incentive for all NBPTS certificate holders.



Table 1: National Board Certified Teachers by Certification Area

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	1140	-	1041	-	1060	-
Art, Early and Middle Childhood	0	<1%	0	<1%	0	<1%
Art, Early Adolescence through Young Adulthood	1	<1%	1	<1%	1	<1%
Career and Technical Education	1	<1%	1	<1%	1	<1%
English Language Arts, Early Adolescence	3	<1%	3	<1%	4	<1%
English Language Arts, Adolescence and Young Adulthood	0	<1%	0	<1%	0	<1%
English as a New Language, Early and Middle Childhood	0	<1%	0	<1%	0	<1%
English as a New Language, Early Adolescence through Young Adulthood	0	<1%	0	<1%	0	<1%
Exceptional Needs Specialist	3	<1%	3	<1%	7	<1%
Generalist, Early Childhood	6	<1%	6	<1%	8	<1%
Generalist, Middle Childhood	7	<1%	6	<1%	6	<1%
Health Education	0	<1%	0	<1%	0	<1%
Library Media**	4	<1%	3	<1%	3	<1%
Literacy: Reading-Language Arts	2	<1%	2	<1%	2	<1%
Mathematics, Early Adolescence	2	<1%	2	<1%	3	<1%
Mathematics, Adolescence and Young Adulthood	0	<1%	0	<1%	1	<1%
Music, Early and Middle Childhood	1	<1%	1	<1%	1	<1%
Music, Early Adolescence through Young Adulthood	0	<1%	0	<1%	0	<1%
Physical Education, Early and Middle Childhood	0	<1%	0	<1%	0	<1%
Early Adolescence through Young Adulthood	0	<1%	0	<1%	0	<1%
School Counseling**	1	<1%	1	<1%	1	<1%
Science, Early Adolescence	2	<1%	1	<1%	2	<1%
Science, Adolescence and Young Adulthood	1	<1%	1	<1%	1	<1%
Social Studies-History, Early Adolescence	1	<1%	0	<1%	0	<1%
Social Studies-History, Adolescence and Young Adulthood	1	<1%	1	<1%	1	<1%
World Languages	1	<1%	1	<1%	1	<1%

*This is the number of all Pre-K-12 teachers eligible to apply for National Board Certification, including those teachers already NBCT.

**May be applicable to staff at the elementary level



41. National Board Certified Teacher Projections

Table 2: National Board Certified Teachers by Grade Level

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	1140	-	1041	-	1041	-
Pre-K	5	<1%	5	<1%	5	<1%
Kindergarten	4	<1%	4	<1%	5	<1%
1	4	<1%	4	<1%	5	<1%
2	5	<1%	5	<1%	5	<1%
3	7	<1%	7	<1%	7	<1%
4	6	<1%	5	<1%	5	<1%
5	6	<1%	6	<1%	6	<1%
6	9	<1%	8	<1%	10	1%
7	8	<1%	7	<1%	9	<1%
8	12	1%	12	1%	15	1%
9	7	<1%	7	<1%	10	1%
10	8	<1%	7	<1%	10	1%
11	8	<1%	7	<1%	9	<1%
12	6	<1%	6	<1%	8	<1%

*This is the number of all Pre-K-12 teachers eligible to apply for National Board Certification from across the school system, including those teachers already NBCT.

Table 3: Demographic Comparison of National Board Certified Teachers to Student Population

	2021-2022		2022-2023		2023-2024	
	S	NBCT	S	NBCT	S	NBCT
Total (Number)	14777	36	15044	31	15044	42
% Female	48%	86%	48%	87%	48%	86%
% Male	52%	14%	52%	13%	52%	14%
% Nonbinary	NA	NA	NA	NA	NA	NA
% American Indian/Alaska Native	<1%	0%	<1%	0%	<1%	0%
% Asian	<1	0%	<1	0%	<1	0%
% Black/African American	10	0%	11	0%	11	2%
% Hispanic/Latino	9	0%	9	0%	9	0%
% Native Hawaiian/Pacific Islander	<1	0%	<1	0%	<1	0%
% Two or More	7	0%	8	0%	8	0%
% White	73	100%	71	100%	72	98%

S = Student Population, NBCT = National Board-Certified Teacher

Linked Artifacts:



42. Supporting National Board Certified Teacher Candidates: Identify the barriers that may discourage or prevent teachers from pursuing a National Board Certification and describe how the school system intends to overcome these barriers, including plans for progress monitoring to ensure teachers earn their certifications.

Examples may include:

- *Creating a cohort experience with structured support for teachers throughout the certification process*
- *Assigning NBCT candidates peer mentors who have gone through the same process and obtained their National Board Certification*
- *Developing a model for school leaders, ensuring NBCT candidates have resources and support from their school leaders and communities*

Barriers:

- Not having a complete understanding of the certification requirements
- Not understanding the amount of work
- Limited mentors to support candidates
- Limited schedule availability to attend the face-to-face sessions

Plans:

- Target historically underrepresented groups for inclusion in process
- Multiple information sessions prior to making the commitment
- Zoom sessions about the registration process and selecting the components
- Recruit additional mentors to support candidates
- Schoology course for all applicants and candidates to access resources
- Monthly Saturday face to face meetings
- Pay workshop stipends for the mentors and instructors
- Offer Zoom sessions or office hours for support

Linked Artifacts:

- [Information - Slide Presentation](#)
- [Zoom Recording](#)

[Blueprint Requirement \(MD Code, Educ §6–1002\)](#)



43. National Board Certified Teachers in Low-Performing Schools Projections

Use the tables below to indicate the current and projected National Board Certified teachers assigned to low-performing schools in the school system. Use the open response field below to describe how the school system will increase the number of NBCT at low-performing schools in the future, including among historically underrepresented groups. Teachers holding multiple certifications or teaching multiple grades may be counted more than once.

Note: When developing plans for low-performing schools, use the State's Framework for National Board Certified Teachers and Low-Performing Schools which can be found at [MSDE's site for the National Board Certified Teacher Program](#).

Cecil County Public Schools did not have any designated low-performing schools in 2021-22 and 2022-23 school years. The designation for low performing schools is based on the MD Report Card Star rating system in which Cecil County had no schools with a 1- or 2-star rating. As stated in previous responses, CCPS will work with historically underrepresented groups in schools that could potentially be rated as a 1- or 2-star school based on the MSDE rating criteria.

CCPS has no current low-performing schools. In the 2022-2023 school year, one school was rated as 2-star school. This will be a focus school for us since the school will need to have 2 consecutive years as a 1- or 2-star rating. This will be a focus school for CCPS to identify and support teachers seeking NBC certification. We will recruit current NBC teachers to fill vacancies within low-performing schools.

Linked Artifacts:

- [MSDE List of Low Performing Schools 2021-2022](#)
- [MSDE Report Data 2022 – Accountability Report](#)

Table 1: National Board-Certified Teachers by Certification Area

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	NA	-	NA	-	NA	-
Art, Early and Middle Childhood	NA		NA		NA	
Art, Early Adolescence through Young Adulthood	NA		NA		NA	
Career and Technical Education	NA		NA		NA	
English Language Arts, Early Adolescence	NA		NA		NA	
English Language Arts, Adolescence and Young Adulthood	NA		NA		NA	
English as a New Language, Early and Middle Childhood	NA		NA		NA	
English as a New Language, Early Adolescence through Young Adulthood	NA		NA		NA	
Exceptional Needs Specialist	NA		NA		NA	
Generalist, Early Childhood	NA		NA		NA	
Generalist, Middle Childhood	NA		NA		NA	
Health Education	NA		NA		NA	
Library Media**	NA		NA		NA	
Literacy: Reading-Language Arts	NA		NA		NA	
Mathematics, Early Adolescence	NA		NA		NA	
Mathematics, Adolescence and Young Adulthood	NA		NA		NA	
Music, Early and Middle Childhood	NA		NA		NA	
Music, Early Adolescence through Young Adulthood	NA		NA		NA	
Physical Education, Early and Middle Childhood	NA		NA		NA	
Physical Education, Early Adolescence through Young Adulthood	NA		NA		NA	
School Counseling**	NA		NA		NA	
Science, Early Adolescence	NA		NA		NA	
Science, Adolescence and Young Adulthood	NA		NA		NA	
Social Studies-History, Early Adolescence	NA		NA		NA	
Social Studies-History, Adolescence and Young Adulthood	NA		NA		NA	
World Languages	NA		NA		NA	



43. National Board Certified Teachers in Low-Performing Schools Projections

Table 2: National Board-Certified Teachers in Low-Performing Schools by Grade Level

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	NA	NA	NA	NA	NA	NA
Pre-K	NA	NA	NA	NA	NA	NA
Kindergarten	NA	NA	NA	NA	NA	NA
1	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA
3	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA
6	NA	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA
9	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA

*This is the number of all Pre-K-12 teachers assigned to low-performing schools and eligible to apply for National Board Certification, including those teachers already NBCT.

Table 3: Demographic Comparison of National Board-Certified Teachers in Low-Performing Schools to Student Population

	2021-2022		2022-2023		2023-2024	
	S	NBCT	S	NBCT	S	NBCT
Total (Number)	NA	NA	NA	NA	NA	NA
% Female	NA	NA	NA	NA	NA	NA
% Male	NA	NA	NA	NA	NA	NA
% Nonbinary	NA	NA	NA	NA	NA	NA
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA
% Asian	NA	NA	NA	NA	NA	NA
% Black/African American	NA	NA	NA	NA	NA	NA
% Hispanic/Latino	NA	NA	NA	NA	NA	NA
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA
% Two or More	NA	NA	NA	NA	NA	NA
% White	NA	NA	NA	NA	NA	NA

S = Student Population, NBCT = National Board Certified Teacher

The student population in this table should be the students enrolled in the district's low-performing schools.

Linked Artifacts:



44. Strategic Assignment of National Board-Certified Teachers: As part of the implementation of the Career Ladder, what systems and structures will the school system put into place to increase the impact of and teacher leadership opportunities for National Board certified teachers?

Examples may include:

- *How teaching assignments will be made to match the subject area for which teachers received their National Board Certification*
- *Opportunities for NBCT to serve as model teachers for peer observations, peer coaches, or mentors to NBCT candidates*
- *Priority status in initial hiring or transfers to low performing schools*

As CCPS identifies and develops additional NBC teachers, we will utilize them to support new and provisional teachers within the buildings and the county. CCPS will work to identify the content and pedagogical strengths to mentor and coach new and provisional teachers. As vacancies occur within low-performing schools, CCPS will encourage NBC teachers to take on this responsibility and support our struggling students in their home schools. The Board of Education will enter into negotiations with the teacher organization, CCCTA, to identify the process and the steps involved in moving into and up the career ladder to support this initiative.

National Board-Certified teachers are encouraged to support other teachers through the following:

- Providing professional development to colleagues
- Mentoring student interns and new teachers
- Applying for leadership positions
- Mentoring and supporting NBC candidates through the NBC support program

The Career Ladder workgroup, with the teacher's association (CCCTA), will develop additional teacher leadership opportunities for NBCTs through collective bargaining during the 2023-24 school year.

Linked Artifacts:

2.4.2: LEAs shall implement an educator career ladder on or before 7/1/24

45. (OPTIONAL) Establishment of a Career Ladder Development Board: Indicate whether the school system intends to establish a local Career Ladder development board that will set standards for teachers to achieve each tier in the teacher leadership track in the county. Describe the process and timeline the school system will use to recruit and establish the board.

Response here...

Linked Artifacts:



46. (OPTIONAL) Membership of the Career Ladder Development Board: Identify the name and contact information of the individual(s) serving on the local Career Ladder development board, including advanced teachers and other stakeholders.

Name	Position	Organization

Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §6–1002\)](#)



47. Phasing in the Career Ladder – Activity Projections

Describe the essential activities that will drive the school system's efforts to phase in the implementation of the Career Ladder. The LEA will assess and report its progress in completing activities annually as outlined in the table below.

Note: Add as many rows to the table as necessary for the activities planned.

Essential Activities for Phasing in the Career Ladder

Activity	2021-2022	2022-2023	2023-2024
Develop a plan for increasing the number of NBC teachers		X	X
Engage stakeholders to assess challenges related to obtaining NBC	X		
Implement a support program for teachers pursuing NBC	X	X	X
Structure a cohort model for support and continued growth of NBC			X
Facilitate a meeting at identified times in the process with current NBC candidates to obtain feedback on barriers/struggles with the process		X	X
Collaborate with AIB and MSDE for further understanding of the Career Ladder and implementation factors	X	X	X
Meet with teachers' association (CCCTA) to discuss all aspects of the Career Ladder and develop recommendations for a model to be negotiated between CCCTA and the Board of Education	X	X	X
Partner with Maryland Negotiating Service (MNS) Partner with Maryland Negotiating Service (MNS) Public School Superintendents Association of Maryland (PSSAM) and Maryland Association of Board of Educations (MABE) to advocate for language and structures within the Career Ladder across all Local Education Agencies (LEAs)	X	X	X
Determine current contract language that does not align with the Career Ladder expectations	X	X	X

Linked Artifacts:



2.4.6: LEAs shall encourage teachers to obtain Master's degrees in fields that require special expertise, have shortage areas, and enhance the teacher's professional skills and qualifications so that teachers are able to teach dual-enrollment courses as adjunct faculty at postsecondary institutions, including by providing additional compensation as appropriate and through collective bargaining

[Blueprint Requirement \(MD Code, Educ §6–1008\)](#)

48. Promotion of Advanced Degrees: What methods will the school system use to encourage or incentivize teachers to obtain master's degrees in fields that require special expertise or have shortage areas? Identify the areas and discuss the LEA's challenges in recruiting for those areas.

Examples may include:

- *Provide resources and leverage partnerships to reduce costs for program participants*
- *Maximize teachers' time by ensuring that coursework is tightly aligned to teachers' daily work and when possible, assignments fulfill the need of both work and school*
- *Work with institutions of higher education to ensure college classes are scheduled with teachers in mind (e.g., time of day, length of classes, as a cohort for built-in support, etc.)*

CCPS will hold informational meetings with teachers to identify pathways to attain their NBC or master's degree in various fields (including our shortage of Special Education, 6-12 science, 6-12 math and 9-12 CTE). Human Resources will coordinate sessions with Institutions of Higher Education (IHE) to provide information based on identified needs. Further, CCPS will work with IHE's to establish direct pay services so that teachers can minimize their out-of-pocket expenses and streamline the registration process for teachers. CCPS has current cohorts designed specifically with the teacher in mind with the Towson Learning Network. This is done in conjunction with other Maryland LEA's.

CCPS, in partnership with Towson University has identified two (2) PDS schools. Additionally, multiple CCPS administrators serve as adjunct professors at multiple local universities.

CCPS is currently partnered with Towson University to provide coursework for CCPS teachers who aspire to serve and work as school psychologists. CCPS has experienced difficulty in recruiting and retaining school psychologists, and as a result, developed a partnership where our teachers are able to maintain their employment with CCPS and complete their coursework, to include their internship. We will seek to identify additional high need areas to develop similar programs with IHE's as we move forward.

Linked Artifacts:

49. Collaboration with Institutions of Higher Education: Describe how the LEA will work with institutions of higher education to ensure that coursework and degree programs are aligned to:



- The district's curriculum and instructional program,
- College and career readiness standards, and
- Specialized coursework teachers may be responsible for teaching in post-CCR pathways.

CCPS currently has two (2) formal Professional Development Schools (PDS) relationships with Towson University. We have informal relationships that foster communication and the opportunity to discuss curricular alignment with other IHE's. Staff from the CCPS Human Resources and Division of Educational Services are regularly invited by our local colleges/universities to provide information sessions and presentations to teacher candidates to assist in preparing them to enter the education workforce. CCPS staff are asked to serve on IHE accreditation teams. This opportunity provides a unique experience to further examine how an IHE's program aligns to CCPS systemic needs.

Linked Artifacts:

50. Teaching Dual Enrollment Courses: How will the school system provide professional development or other pathways to enhance teachers' professional skills and qualifications so that they are able to teach dual-enrollment courses as adjunct faculty at institutions of higher education? What additional dual enrollment offerings will be available to students as a result?

If Cecil College is unable to staff the number of requested dual enrollment classes, Cecil County Public School teachers who are interested in teaching dual enrollment classes will apply to be an adjunct professor at Cecil College. The interested teachers will need to meet Cecil College's adjunct professor requirements and approve the CCPS teacher as a member of their staff. Interested CCPS teachers who do not meet the adjunct professor requirements would be encouraged to take the necessary coursework which will be reimbursed using the negotiated tuition reimbursement program.

Dual enrollment classes are approved through a collaboration between CCPS and Cecil College. All approved dual enrollment classes are posted in the Student Education Planning Guide. (See linked artifact)

The need to provide additional teachers to support the increase in dual enrollment classes will be determined by the student requests during the scheduling process.

Student scheduling timeline:

- Early February – Student Education Planning Guides are distributed to schools and a PDF version is posted to the CCPS Website
- Mid-February to Mid-April – High School Counselors meet with students to develop a schedule

Linked Artifacts:

- [2023-24 Student Education Planning Guide](#)

51. Teacher Support: Describe the systems and structures the school system will put in place to support teachers in earning advanced degrees, including progress monitoring tools to support completion.



Examples may include:

- *Creating a cohort model to support teachers pursuing the same field of study throughout the degree program*
- *Coordinating with institutions of higher education to schedule courses that align with the school systems schedules and calendars*
- *Providing scholarships or reduced tuition and fees for participating teachers*

CCPS will continue to work with teachers to identify appropriate programs of learning that will allow them to earn their advanced degrees. CCPS will, when appropriate, develop a cohort model so teachers have a built-in support system. We previously provided this type of support; however, with the proliferation of online learning we experienced a sharp decline in enrollment in face-to-face learning and our cohort models disintegrated due to a lack of participation. CCPS will work to establish a model where teachers can come together in an online format to learn from one another and receive the necessary support to meet with success. Further, our Human Resources department will continue to provide feedback and notification of any pending certification requirements or opportunities for advanced training.

CCPS currently provides all teachers with stipends for the attainment of their Master's, Master's +30, Master's +60, and Doctorate degrees. Using LEADS funding, CCPS currently has a cohort of approximately 30 employees who are working to attain their teacher certification in partnership with Cecil College. We collaborate regularly with Cecil College faculty to monitor the progress of this cohort.

As answered in Question 48, CCPS uses the Towson Learning Network to schedule courses that align with school system timelines. This continues to support the needs of participants.

Linked Artifacts:

Pillar 2, Objective 5: Improve educator compensation

Note: When developing plans in this section, LEAs should consider requirements related to collective bargaining.

52. Allocation of Resources: The Blueprint assumes LEAs will spend \$617 of the target foundation per pupil increase to implement the new 10% salary increase for all teachers and the new minimum salary requirement of \$60,000. The target foundation per-pupil amount is phased in over time to support LEAs in meeting the Blueprint requirements. Discuss the challenges the LEA has identified related to implementing the Blueprint requirements for teacher compensation, including fluctuating enrollment and the increased contribution rates for the Maryland State Retirement and Pension System (MSRPS). Describe the LEA's plans for overcoming the identified challenges and the types of reprioritizations or reallocation of resources that may need to occur.

Cecil County Public Schools greatest challenge is a consistent lack of funding. The last two years, CCPS has been funded at the Maintenance of Effort (MOE) level by the Cecil County Government. This has prohibited CCPS from advancing programs and maintaining staffing ratios. CCPS continues to collaborate with the teachers' association (CCCTA) to fully fund the negotiated agreement so that teachers can reach the \$60,000 starting salary expectation by July

1, 2026. CCPS has met the 10% salary increase expectation and will continue to raise salaries to attain the \$60,000 expectation.

Cecil County Public Schools will rely on the state aid and local government budgets to meet the Blueprint salary requirements.

Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §6–1009\)](#)

2.5.4: Implement initial 10% salary increase for teachers by 6/30/24



53. Mandatory 10% Teacher Salary Increase Projections

The Blueprint requires that teachers within the LEA receive a 10% salary increase above the negotiated schedule of salary increases documented in the LEA’s Negotiated Agreement as of July 1, 2019. LEAs must meet this increase between the period of July 1, 2019 and June 30, 2024. Complete the table below to show the school system’s progress and planned increases for meeting this requirement.

Note: The percentages should reflect the increase over the base each year and not the year-to-year increase.

**Percentage Increase in Teacher Salary Per Year for All Teachers
Over the Maximum Planned Increase Documented in the LEA’s Negotiated Agreement as of July 1, 2019**

SY 2019-2020			SY 2020-2021			SY 2021-2022			SY 2022-2023			SY 2023-2024		
Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max
3.05%	3.61%	4.38%	5.22%	5.79%	6.67%	6.79%	7.37%	8.17%	10.8%	11.4%	12.2%	14.9%	15.5%	16.4%

Linked Artifacts:

- [FY20 Negotiated Salary Scale](#)
- [FY21 Negotiated Salary Scale](#)
- [FY22 Negotiated Salary Scale](#)
- [FY23 Negotiated Salary Scale](#)
- [FY24 Negotiated Salary Scale](#)

2.5.5: Implement minimum \$60,000 starting teacher salary by 7/1/26

54. The Blueprint requires a minimum starting salary of \$60,000 for any teacher by July 1, 2026. Discuss how the LEA is preparing to meet this requirement.

See response to questions 52.

Linked Artifacts:

Pillar 2: (OPTIONAL) Proposed Regulatory Revisions and Waivers

55. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

Response here...

Linked Artifacts:

Pillar 2: Stakeholder Engagement

56. Identify the key stakeholder groups, including the local teachers’ organization, that the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the High-Quality Diverse Teachers and Leaders Pillar, particularly in negotiating the development of the Career Ladder. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement
Cecil County Classroom Teachers Association	Members of Pillar 2 Career Ladder Subcommittee <ul style="list-style-type: none"> • Make recommendations relative to negotiable items • Collective bargaining regarding negotiable aspects of the Blueprint and career ladder, e.g, ladder structure, definition of “pursuing” for master’s degree, compensation, etc. 	Approximately every 2 weeks
Cecil County Administrative & Supervisory Association	Collective Bargaining regarding negotiable aspects of the Blueprint and career ladder	Ongoing
Higher Education Partners	Discussions regarding Blueprint and career ladder and impact on their institutions	Ongoing
National Board for Professional Teaching Standards	Guidance and discussion relative to National Board Certification	Monthly
Maryland Negotiation Services	Collaboration with other LEA chief negotiators regarding negotiable aspects of the Blueprint and career ladder	Monthly



Public School Superintendents' Association of Maryland	Collaboration with other LEA superintendents regarding negotiable aspects of the Blueprint and career ladder	Monthly
Maryland Association of Boards of Education (MABE)	Collaborate with MABE staff regarding the negotiable aspects of the Blueprint and career ladder	Monthly
ESMEC HR Group	Group of HR Directors from the Eastern Shore LEAs that interprets and shares state information related to recruiting and hiring best practices	Monthly

Linked Artifacts:



Pillar 3: College and Career Readiness

LEAs should utilize MSDE's Report: College and Career Readiness Roadmap to Implementation, Version 2 (August 2022) for interim guidance as they develop their Implementation Plans for this Pillar.



[Blueprint Requirement \(MD Code, Educ §1-303\)](#)

Note: This Pillar was developed to support LEAs in planning across the Pre-K-12 continuum. For the March 2023 submission of the Initial Blueprint Implementation Plan, LEAs are only required to address Pre-K through fifth grade when answering the questions for Objectives 1 and 2. Grades 6-12 will be addressed in the March 2024 submission.

Pillar 3, Objective 1 (English Language Arts): Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate

3.1.3 (English Language Arts): LEAs shall implement a fully aligned instructional system in consultation with experienced and highly effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in a logical sequence

[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)

Comprehensive Literacy Plan for English Language Arts

57. Comprehensive Literacy Plan: Does the school system have a comprehensive literacy plan for English language arts that is aligned to the science of reading and that will prepare students for college-level credit-bearing course work upon graduation, including:

- All pre-kindergarten students demonstrating readiness for kindergarten,
- All third graders reading proficiently by the end of third grade, and
- Continued support for struggling readers in grades 4-12?

If yes, link the plan as an artifact below and use the open response field to discuss when and how it was developed. If the plan does not exist or needs to be refined to align to the Blueprint's intent, discuss the anticipated timeline and process for development and/or revision.

During the summer of 2021, the CCPS Superintendent assembled a group of administrators, teachers, and community members to conduct a root cause analysis of disparities in student reading achievement. The purpose of this root cause analysis was to develop a literacy plan that would address both pandemic related learning losses and historical achievement gaps among subgroups. After an extensive review of student data, the committee determined that disparities in achievement are often firmly established before students start school. Based on the committee's recommendations, secondary and elementary ELA coordinators are developing a comprehensive literacy plan designed to disrupt the destructive cycles of poverty, trauma and addiction that underlie and perpetuate achievement gaps. The plan is organized by Strategic Intentions, Current Actions, and Growth Steps for 23-24. The following strategic intentions are outlined within the plan, which will be monitored and updated quarterly:



- Enhance early literacy outreach and instruction
- Evidence based literacy practices across grade levels and disciplines
- Build knowledge and vocabulary through high quality and culturally responsive curricula
- Individualized programming, including interventions and enrichments

Linked Artifacts: [Draft CCR Language and Literacy Plan](#).

[Tiered Literacy Programming Supports](#)

58. Vision, Mission, and Goals for Literacy: Describe the district's vision, mission, and goals for literacy in English language arts.

CCPS Literacy Mission: In collaboration with families and community partners, Cecil County Public Schools will ensure that all students are college and career ready, developing literacy skills from birth to grade twelve using evidence-based practices, high quality and culturally responsive curricula, and individualized programming.

Goals:

- Enhance early literacy outreach and instruction
- Consistent implementation of evidence-based literacy practices across grade levels and disciplines
- Build knowledge and vocabulary through high quality and culturally responsive curricula
- Provide individualized programming, including interventions and enrichments, for all students

The CCPS Literacy Plan also includes goals for literacy based on kindergarten readiness (expanding Judy Centers), third grade proficiency (MTSS in K-2), and continued support for struggling readers in grades 4-12 (MTSS, building background knowledge and vocabulary through evidence-based practices across disciplines). As we analyze data and evaluate resources for alignment with the Science of Reading, we will continue to develop the comprehensive literacy plan, which will be completed by the end of June 2024. The district's refined plan will be presented to the Board of Education.

Linked Artifacts:



59. College and Career Readiness in English Language Arts – Achievement Projections

Use the following tables to indicate the current and projected achievement levels in reading for the designated groups by gender, socioeconomic status, service group, and race/ethnicity for each of the designated grade levels (3rd, 6th, 10th).

Table 1: 3rd Grade Student Achievement in Reading by Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	11.4%	48.9%	37.4%	<=5%	10.5%	42.7%	41.2%	5.6%	9%	36%	47%	8%
M	13.8%	52.8%	31.7%	<=5%	13.2%	44.4%	38.6%	<=5%	10%	37%	46%	7%
F	8.9%	44.8%	43.4%	<=5%	6%	36%	50%	8%	<=5%	28%	57%	11%
NB	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ED	14.8%	58.2%	25.8%	<=5%	10%	50%	35%	<=5%	8%	45%	40%	7%
EL	19.4%	61.1%	19.4%	<=5%	17%	57%	23%	<=5%	15%	53%	26%	6%
SE	31.8%	60%	8.2%	<=5%	30%	53%	14%	<=5%	25%	51%	20%	6%

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- F = Female
- M = Male
- NB = Nonbinary
- ED = Economically Disadvantaged
- EL = English Learner
- SE = Special Education



59. College and Career Readiness in English Language Arts – Achievement Projections

Table 2: 3rd Grade Student Achievement in Reading by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	11.4%	48.9%	37.4%	<=5%	11%	43%	40%	6%	9%	36%	47%	8%
AI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
A	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
B	14.3%	58.2%	27.6%	<=5%	12%	52%	31%	<=5%	10%	48%	34%	8%
H	16.7%	57.1%	26.2%	<=5%	14%	54%	29%	<=5%	12%	51%	32%	<=5%
NH	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2+	9.8%	56.1%	31.7%	<=5%	8%	48%	38%	6%	7%	43%	42%	8%
W	10.8%	46%	40.3%	<=5%	8%	38%	47%	7%	6%	35%	50%	9%

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- AI = American Indian / Alaska Native
- A = Asian
- B = Black / African American
- H = Hispanic / Latino
- NH = Native Hawaiian / Pacific Islander
- 2+ = Two or More
- W = White

Table 3: 6th Grade Student Achievement in Reading by Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	13.4%	49%	35.1%	<=5%	12%	43%	40%	<=5%	10%	40%	45%	<=5%
M	15.4%	53.5%	30.2%	<=5%	15%	47%	36%	<=5%	7%	50%	40%	<=3%
F	11.3%	44.1%	40.4%	<=5%	9%	40%	44%	7%	<=5%	37%	49%	9%
NB	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ED	23.1%	57.6%	18.3%	<=5%	20%	54%	25%	<=5%	24%	44%	28%	<=5%
EL	30%	50%	20%	<=5%	26%	46%	26%	<=5%	23%	44%	28%	<=5%
SE	43%	52%	<=5%	<=5%	37%	50%	9%	<=5%	26%	55%	12%	7%

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- F = Female
- M = Male
- NB = Nonbinary
- ED = Economically Disadvantaged
- EL = English Learner
- SE = Special Education



59. College and Career Readiness in English Language Arts – Achievement Projections

Table 4: 6th Grade Student Achievement in Reading by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	13.4%	49%	35.1%	<=5%	12%	43%	40%	<=5%	10%	40%	45%	<=5%
AI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
A	10%	20%	70%	<=5%	<=5%	18%	72%	7%	<=5%	16%	75%	8%
B	27.2%	50.9%	21.9%	<=5%	18%	49%	29%	<=5%	15%	45%	36%	<=5%
H	15.8%	53.9%	30.3%	<=5%	14%	52%	32%	<=5%	12%	49%	35%	<=5%
NH	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2+	7.5%	56.7%	34.3%	<=5%	6%	50%	38%	6%	<=5%	46%	43%	7%
W	11.8%	47.9%	37.1%	<=5%	5%	35%	53%	7%	3%	33%	56%	8%

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- AI = American Indian/Alaska Native
- A = Asian
- B = Black/African American
- H = Hispanic/Latino
- NH = Native Hawaiian/Pacific Islander
- 2+ = Two or More
- W = White

Table 5: 10th Grade Student Achievement in Reading by Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	5.1%	35.7%	48%	11.3%	<=5%	34%	49%	12%	<=5%	32%	52%	14%
M	6.7%	42.5%	43.1%	7.7%	6%	41%	45%	8%	<=5%	41%	45%	10%
F	<=5%	28.8%	52.9%	14.8%	<=5%	27%	54%	16%	<=5%	25%	57%	17%
NB	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ED	8.5%	47%	40.1%	<=5%	7%	46%	41%	<=5%	<=5%	40%	50%	<=5%
EL	14.3%	71.4%	14.3%	<=5%	13%	70%	15%	<=5%	11%	64%	21%	<=5%
SE	20.5%	65.8%	13%	<=5%	19%	64%	15%	<=5%	15%	60%	24%	<=5%

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- F = Female
- M = Male
- NB = Nonbinary
- ED = Economically Disadvantaged
- EL = English Learner
- SE = Special Education



59. College and Career Readiness in English Language Arts – Achievement Projections

Table 6: 10th Grade Student Achievement in Reading by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	5.1%	35.7%	48%	11.3%	<=5%	34%	49%	12%	<=5%	32%	52%	14%
AI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
A	9.1%	18.2%	54.5%	18.2%	<=5%	17%	58%	23%	<=5%	14%	62%	24%
B	<=5%	53.7%	36.1%	6.5%	<=5%	52%	38%	8%	<=5%	45%	52%	<=5%
H	8%	51.1%	36.4%	<=5%	7%	50%	38%	<=5%	<=5%	46%	46%	<=5%
NH	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2+	<=5%	43.1%	47.2%	8.3%	<=5%	42%	48%	9%	<=5%	38%	50%	11%
W	5.3%	31.6%	50.3%	12.8%	<=5%	31%	51%	13%	<=5%	28%	55%	15%

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- AI = American Indian/Alaska Native
- A = Asian
- B = Black/African American
- H = Hispanic/Latino
- NH = Native Hawaiian/Pacific Islander
- 2+ = Two or More
- W = White

Linked Artifacts:

Literacy Training and Professional Development

60. Identifying Training Needs: Discuss the systems for identifying which employees need literacy training aligned to the science of reading and if it was completed, including existing staff, those new to the profession, and those new to the school system.

Examples may include:

- *Assessing when teachers new to the profession may have received the training through educator preparation programs*
- *Identifying training needs for staff when they are new to a position or assignment (e.g., moving from one grade level to another, new principals, etc.)*
- *Determining when teachers may have started a training series that was not completed for varying reasons; therefore, they require additional training opportunities (e.g., A teacher who begins training and goes on a leave of absence before it's completed)*



Participation for voluntary training is limited. On full annual PD days, secondary ELA teachers select from sessions that review evidence-based literacy strategies and supports for English Learners, while elementary teachers attend sessions on phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.

New teachers receive one day of content-specific training in August and half day follow up training during the county days. This includes a cursory overview of evidence-based reading and writing strategies within their core literacy curriculum, universal screener, diagnostics, and progress monitoring assessments. Teachers who are transferring to ELA from another content are invited but not required to attend. For the 22-23 school year, we also offer voluntary sessions after school for first- and second-year teachers, including teachers who transfer to a new content or grade level.

CCPS has partnered with The Maryland Writing Project through Towson University to provide PD on writing instruction for one week during the summer. This training is optional, and teachers are compensated. In addition, a Kid Writing cohort will also form made up of Pre-K through Grade 2 teachers. This will also be a voluntary 20-hour workshop offered through The Maryland Writing Program.

CCPS has three instructional literacy coaches for elementary and one for secondary ELA. The minimal coaching staff is not able to meet the needs of the full teaching staff and therefore focuses on curriculum development and teachers who are struggling.

Training Needs:

- Contextualization of our Tier 1, Tier 2, and Tier 3 curricular programs in the science of reading (i.e., *How to Plan Differentiated Reading Instruction*, EC LETRS, LETRS)
- How to scaffold evidence-based reading and writing strategies that apply to all learners including EL, special education students, students at-risk, gifted and talented students)
- Integration of these strategies in curriculum and over time
- Integration of AVID reading and writing structures
- Adopt the National Board Certification model (Architecture of Accomplished Teaching), teachers collaborate in grade level teams using student data to develop personalized professional learning plans and request training/resources that align with their plans
- Modify schedules to allow time for job embedded professional learning (integrate 2nd pillar here- high quality and diverse teacher leaders)
- Contract with West Ed to train teachers across disciplines in Reading Apprenticeship.
- Develop a more comprehensive approach to literacy training that includes meaningful vocabulary instruction
- Expand writing instruction to teachers across contents (Social Studies, Science)
- Collaborate with principles to provide “micro-PD” opportunities at the end of the school day based on community literacy needs
- More purposeful inclusion of special educators in content PD
- Reinforce strategies that help kids evaluate the legitimacy of sources
- Grade level PLCs to improve curriculum content and implementation

For the 23-24 school year, CCPS will maintain an array of systematic structures and processes to ensure that all teachers engage in ongoing professional learning aligned to Science of Reading. CCPS will ensure focused support, structures, and processes are put in place for teachers new to the profession or new to a position or grade level. These structures include:



- Systemic use of a professional learning platform (Data Service Center) to track and monitor all professional learning
- Districtwide curriculum training on the revisions to the core literacy program and differentiation for elementary teachers (1-5) for one day in August in 8 of our elementary schools
- Districtwide curriculum training on new high-quality instructional materials for one day in August (K-1) in all 17 of our elementary schools
- Districtwide curriculum training for all elementary teachers for one day in August and October in 9 of our elementary schools
- Curriculum training for all new hires (new to profession and experienced) for one day preservice in August

During the 20-21 school year, nine of our elementary building level administrators participated in LETRS Administrative professional learning. During the summer of 2020, the work of our Literacy Now Committee (see #58) resulted in an evaluation of our literacy training and professional development.

With access to the Maryland Lead funds, CCPS identified two coaches to complete LETRS and Early Childhood LETRS Facilitator training. In addition, three EC LETRS cohorts (Pre-school - Grade 1 teachers and support staff) completed the course during districtwide county PD days, early dismissal Wednesdays, as well as on their own time for either stipend or Continuing Education Unit (CEU) credit. CCPS re-partnered with the Professional Development Center for Educators (PDC) from University of Delaware to adopt the revised Bookworms 1st Edition Tier I curriculum, provide training during districtwide PD days, and on-going professional learning through Professional Learning Communities (PLCs) using 90 minute structures. The PLCs occur during the school day with release time and substitutes. In addition, the Tier II and III Bookworms curriculum is being developed and evaluated. In 22-23, one early adopter elementary school implemented the revised core curriculum while our three elementary instructional coaches completed their Bookworms Facilitator training through co-planning and facilitating PLCs with the UD coaches. In addition, three literacy tutors and a Title I resource teacher piloted a Tier II and III curriculum, Bookworms Intensive.

During the 22-23 school year, CCPS also evaluated their Tier II and III curriculum using EdReport and monitoring of implementation of CCPS current literacy tiered systems of support through standardized data reporting in Performance Matters. For alignment and coherence, a Tier I and II supplemental program was piloted in the Spring of 2023, Wilson Foundations. CCPS augmented parts of Bookworms to include Wilson Foundations. In 23-24, CCPS will scale up implementation of Bookworms 1st Edition in eight more schools. UD coaches will provide training in August and partner with CCPS coaches to provide on-going professional learning that includes classroom visits, feedback, and PLCs throughout the year, meeting with each school every other month in 90-minute PLCs. The other eight participating schools will engage in SoR training in August facilitated by the instructional coordinator. In all schools K-1 teachers will receive training in Wilson Foundations and on-line training on early dismissal Wednesdays. Our elementary literacy special education coach and one of our elementary coaches will collaborate with four of our Title I resource teachers to complete the Wilson Foundations Facilitator training. This work will occur in six of our Title I schools and provide access to Wilson Language Literacy Specialists. In addition, CCPS contracted additional coaching days with both UD and Wilson Language to provide support for new teachers twice a year in fall and spring. Thus, the SoR PD and on-going professional learning will occur for all teachers throughout the year. Elementary building level principals will also receive SoR during our Summer Leadership Academy and throughout the school year. The content of the training will be a result of collaboration between CCPS central office and literacy coaching staff, UD, and Wilson Language literacy staff.



All CCPS tutors will receive training in Bookworms Intensive for Tier II and Tier III. UD staff will provide SoR training in the beginning of the school year and meet throughout the year based on progress monitoring instruction of differentiated reading instruction (DRI). In K and 1, tutors are contracted and supervised by an area site director from a non-profit tutoring organization, Chapter One.

During the 22-23 school year, the LETRS and EC LETRS courses will be offered for CEU in the evenings, facilitated by our CCPS EC LETRS and EC LETRS coaches. In addition, two writing workshops facilitated by staff from Towson University, a site of the National Writing Project, will be offered each summer:

- a. Kid Writing (Pr-K - Grade 2)
- b. Writing Workshop (1-5)

At this time, this professional learning is voluntary.

At the end of the 23-24 school year, central office leaders will identify literacy coaches, classroom teachers, and interventionists new to their role and provide initial learning and ongoing support aligned to SoR and the related content they teach. Appropriate existing staff and building leaders who have not completed SoR training are invited to training throughout the year.

Linked Artifacts: [Sample PD Agenda](#)



61. Training Aligned to the Science of Reading for Early Literacy (Pre-K-3) Projections

Use the table below to indicate the current and projected number and percentage of staff who have been or will be trained in instructional practices related to the science of reading for each of the employee groups listed. The school system should plan to have 100% of Pre-K-3 staff trained within three years with subsequent years dedicated to maintaining that number and ensuring teachers new to the system or to the grade level receive training at their earliest opportunity.

Note: Training must consist of a coherent sequence of training courses to ensure staff develop a comprehensive set of skills and knowledge related to literacy instruction aligned to the science of reading. For example, when a teacher completes the entire LETRS training series, then they should be included in the “% Trained” number.

**Numbers of Pre-K-3 Staff Trained in the Science of Reading for Early Literacy
(Science of Reading Training – ECLETRS, LTRS, Bookworms)**

	2021-2022		2022-2023		2023-2024 (projected)	
	# All Teachers	% Trained	# All Teachers	% Trained	# All Teachers	% Trained
Pre-K Teachers	27	2%	30	1%	30	66%
Kindergarten Teachers	47	5%	46	11%	46	66%
1 st Grade Teachers	51	4%	51	12%	51	66%
2 nd Grade Teachers	52	0%	52	6%	52	66%
3 rd Grade Teachers	44	0%	44	7%	44	66%
Pre-K-3 Special Education Teachers	33	0%	33	15%	33	50%
Pre-K-3 ESOL Teachers	7	0%	7	0%	7	50%
Pre-K-3 Principals	17	0%	17	12%	17	75%
Other Relevant Staff	20	10%	19	21%	19	75%

Trained = All teachers who have completed training, All = All teachers eligible for training (Pre-K-1 All, Grades 3-5 just ELA Teachers)

Linked Artifacts:

62. Types of Training Provided: List the type(s) of initial and ongoing literacy training provided for different employee groups (general education teachers, special education teachers, principals, reading specialists, and other relevant staff), including the total number of hours and time period for completion. Classify training as initial if it is intended to provide foundational knowledge and skills and ongoing if it’s intended to increase knowledge and skills and support the implementation of the initial training.

Examples may include:



- Core (Tier 1) reading instruction in grades Pre-K-3
- Intervention instruction in grades Pre-K-12 or grade bands (e.g., Pre-K-K, 1-3, 4-5, 6-8, 9-12)
- Topic specific (e.g., comprehension, supporting struggling readers in high school, strategies for EL students, etc.)

Employee Group	Grade Level(s)	Name of Training	Training Type (Initial or Ongoing)	Total Number of Hours	Time Period for Completion
Classroom Teachers	1-5	Evidence-based Reading and Writing Strategies (Core Tier 1)	Initial and ongoing	14	2 semesters
Classroom Teachers, Special Educators, Title I Resource Teachers, Tutors	1-5	Phonological Awareness (Supplemental Tier 1)	Initial	3	3 hr workshop
Classroom Teachers	1-5	Writing Workshop through Towson University and the MD Writing Workshop	Initial and ongoing	26	20 hrs over the summer 6 hrs over 2 semesters
Classroom Teachers, Special Educators	Pre-K – 2	Kid Writing through Towson University	Initial	10	10 hrs over the summer
Instructional Literacy Coaches, Special Education Literacy Coach, Judy Center Coaches, Classroom Teachers, Special Educators, Title I Resource Teachers, Assistant Principals, ECE and Elem LA Coordinators	Preschool - 1	Early Childhood (EC) LETRS	Ongoing	35	1 year
Instructional Literacy Coaches, Special Education Literacy Coach, Judy Center Coaches, Classroom Teachers, Special Educators, Title I Resource Teachers,	Preschool – 1	Early Childhood (EC) LETRS Community of Practice	Ongoing	2	1 semester
Judy Center Coach, Classroom Teachers, Title I Resource Teacher (3-5 individuals)	Preschool – 1	EC LETRS Facilitator Training	Ongoing	12	One summer (2 day training)
Instructional Literacy Coaches	K- 5	LETRS Facilitator Training	Ongoing	55	2 semesters (8 days)
Special Educators, Tutors, Title I Resource Teachers	1 – 5	Foundations (Tier 1 Supplemental and Tier 2)	Initial	6	1 day
Classroom Teachers, Special Educators, Tutors, Title I Resource Teachers	1 – 5	Read Live (Tier 2)	Initial and ongoing	6	2 semesters



Title I Resource Teachers, Tutors, Title I Resource Teachers	1 – 5	Leveled Literacy Intervention (Tier 2)	Initial	3	1 day
Classroom Teachers, Special Education Teachers, Title I Resource Teacher	K – 5	Adoption of Bookworms 1 st Edition in 1 school (Revised Tier 1 Curricular Resources)	Initial and ongoing	35-40	2 semesters
Title I Resource Teacher, Special Educators, Tutors	K – 5	Bookworms Intensives 1st Edition in 2 schools (Tier 1, Tier 2, and Tier 3)	Initial and ongoing	12-15	2 semesters
Classroom ELA Teachers	6-12	Writing Workshop through Towson University and the MD Writing Project	Ongoing	24	4 days during the summer
Classroom ELA Teachers	6-12	Evidence based reading comprehension strategies from <i>Cracking the Common Core</i> (Walpole, McKenna, Lewis)	Ongoing	8	Biannual PD days
Classroom Social Studies and Science Teachers	6-12	Reading Apprenticeship	Initial – dependent upon grant funding	42	Summer and online modules during the school year
Special Education Teacher	K-12	Reding Mastery (through grade 2 reading level)	Ongoing	8	1 day
Special Education Teachers	3-12	Corrective Reading	Ongoing	8	1 day
Special Education Teachers	2-12	Wilson Reading Program	Ongoing	24	3 days
Secondary Special Education Teachers	6-12	Read to Achieve	Ongoing	8	1 day

Linked Artifacts:

63. Fidelity of Implementation: How does the school system assess participants’ mastery of the literacy training content? Discuss how implementation is monitored and assessed, including how data is used to inform continued professional development.

Examples may include:

- *Developing a walkthrough tool reflective of the components aligned to the science of reading that are taught during training to collect data on the use of those components*
- *Creating a process or using a specific protocol for identifying, collecting, and analyzing data at different levels of implementation (e.g., district, school, classroom)*
- *Use of surveys to assess teachers’ perceptions of training, implementation, and success with students*

The CCPS Strategic Plan identifies Equitable Rigorous Learning Opportunities (ERLO) as one of the core strategic themes. The CCPS Teacher Evaluation system identifies those aspects of a teacher’s responsibilities that have been documented through research and are noted for



promoting student learning. This instrument was designed to support and enhance the professional growth of teachers as they continuously strive toward increasing student achievement. When used with fidelity, the instrument offers common language that promotes coaching conversations between teacher and evaluator, which results in increased teacher effectiveness. It shifts the traditional paradigm associated with teacher observation from evaluative to a coaching model that encompasses goal setting and individualized professional growth in the areas of planning, classroom management, instruction and professionalism. These elements assure a comprehensive arrangement for professional learning.

Specific fidelity checks and stakeholder feedback also include:

- Teachers who participate in professional learning take a survey at the completion of each session to self-report their understanding of content and set goals for implementation that are revisited at the following professional learning session
- Teachers who participate in the training and on-going professional learning for Bookworms 1st Edition complete an innovation configuration walkthrough tool self-reflective of the evidence-based strategies taught during the Professional Learning Community. Literacy coaches use the same tool during classroom visits. Both results are used to inform the focus for the school-based PLCs.
- A Wilson Foundations fidelity checklist is used by the literacy specialist and CCPS Facilitators in training. The results are shared in the schools-based PLCs that occur four times throughout the year.
- For participants in EC LETRS and LETRS, an 80% score is required for a certificate of mastery. All modules must be completed for a certificate of completion.
- Administrators, coaches and teachers will use the Reading Across Contents Anchor Chart to monitor implementation of evidence-based practices in secondary schools and inform the work of professional learning communities.

The analyzed data is presented to building level principals throughout the year.

- To monitor the fidelity of CCPS reading interventions, the central office staff and coaching team monitors lesson completion of each program and progress monitoring through standardization of data reporting through our data management platform, Intervention Module in Performance Matters. In addition, the special education literacy coach uses look-fors when observing implementation of Tier III instruction and manages and monitors student referrals for Tier III programs. In the spring of the 21-22 and 22-23 school year, the special education coordinator and literacy special education coach met with each administrative team to share data and make placement recommendations for Tier III. During the 22-23 school year, a process for referring students without IEPs for Tier III will be created in collaboration with the special education department. More appropriate placement in interventions will be monitored using program reporting alongside data analysis to ensure schools are making program placements based on central office team recommendations. When the Blueprint career ladder is in place, Nationally Board Certified Teachers will complete gains analysis to evaluate the implementation and effectiveness of interventions.

Linked Artifacts:

- [Reading Across Contents Anchor Chart](#)



64. Ongoing, Job-Embedded Professional Development: What types of ongoing, job-embedded professional development does the school system provide to support staff in the implementation of instructional practices aligned to the science of reading?

Examples may include:

- *Daily lesson study and planning by grade level, department, or cross-curricular teams*
- *Regular peer coaching cycles, including observations, debriefs, and planning*
- *Support from reading specialists such as model teaching, co-planning, and instructional coaching*

Elementary ELA - 2022 – 23 school year: Job-embedded professional development support is a collaborative effort between county-based literacy coaches, new teacher coaches, Title I resource teachers, assistant principals, and teacher leaders. For example, as part of the implementation of the revised curriculum, the ELA teaching staff at Perryville Elementary School completed a survey identifying their professional needs: writing instruction, using data to scaffold supports and group students during shared reading. The grade level teams met as a PLC bi-monthly to read and discuss writing practices, look at student work, and plan. Every other month, the coaches visited classrooms to provide feedback focused on writing instruction. At Holly Hall Elementary School, a teacher leader reached out to the elementary literacy coaches to plan a PLC structure focused on writing instruction Pre-K through Grade 5. Each month the teacher planned with the coaches prior to the PLC. To sustain and scale up similar support in eight more of our elementary schools, CCPS partnered with PDCE literacy coaches through UD. [See linked artifacts of example schedule.](#) The coaching support includes classroom visits and feedback followed by a grade level PLC. [See example PLC structure.](#) Following the grade level PLC, data from the innovation configuration teacher rubric and student work analyses, the coach and teacher leader determine the next area of focus for the school-based ELA PLC. The coaches partner with teacher leaders who volunteer to lead the across grade level ELA PLC for prep and planning in each school. The teacher leader facilitates the ELA PLC.

At the start of the school year, the coaches provided support during the PLC to then fade support throughout the year, resulting in a teacher-led PLC. For new teachers, the elementary coordinator, literacy coach, new teacher coach, Title I resource teacher, and administrative team collaborated to support the professional learning needs of new teachers in buildings. For example, post-observation, the teacher and coordinator determined professional learning needs as evidenced by classroom data. The new teacher coach, literacy coach, and classroom teacher met to develop a professional learning plan: visit colleagues in building to observe writing instruction and classroom management, analyze student data and plan scaffolded supports for shared reading.

Secondary ELA- 2022-23 school year: Our current professional learning model includes the following:

- Traditional, 7 hour PD days, a few days a year
- Department meetings: Lead teachers assess the needs of their teams and work with coordinator or coach to develop micro-PDs during department meetings.

Linked Artifacts:



65. Organizational Structures and Support: How does the school system leverage talent, time, and resources to support ongoing, job-embedded professional development of staff responsible for reading instruction and intervention?

Examples may include:

- *Identifying the most effective reading teachers and increasing their impact beyond their individual classrooms through lesson planning, co-teaching, peer coaching, etc.*
- *Changing the daily schedule to increase collaboration time for teachers during the school day*
- *Hiring district reading specialists and deploying them to campuses to model lessons, observe instruction, and coach teachers*

During the 23-24 school year, we will pilot a professional learning model that provides a more sustainable and effective structure. This model replicates the Architecture of Accomplished Teaching, from the National Board of Professional Teaching Standards. Required professional development hours will be dispersed throughout the school year (as opposed to full day “sit and gets”) and grade level teachers will meet in PLCs to analyze student work and select professional development content based on their own learning needs. The effectiveness of this model will be measured by both teacher surveys and student achievement data. The PLC structure is as follows:

Stage 1: Collaboration- 2 Hours

- Who are our students? Where are they now?
- What do students need to learn?
- How will their learning be assessed?
- What resources or professional learning do we need at this time?

Stage 2: Application

- Teach lessons
- Embedded Professional Learning, 1 Hour (district provided content, peer observation)

Stage 3: Collaboration- 2 Hours

How will we address what they have learned?

- Student work analysis

Stage 3: Collaboration- 2 Hours

- How will we address what they have learned?
- How will we address what they have not learned?
- How will we meet the needs of students who have learned?
- What resources or professional learning do we need at this time?

Stage 4: Application

- Teach lessons
- Embedded Professional Learning, 1 Hour (district provided content, peer observation)

Stage 5: Reassess and use data to cycle back to Stage 1

Linked Artifacts:

- [Example Trial Document for Scale Up](#)
- [Example PLC Structure](#)



High-Quality, Content-Rich Instructional Materials for English Language Arts

66. Process for Selecting Materials: Describe the process the school system uses to select instructional materials for English language arts, including who participates and the types of activities used.

Examples may include:

- *Use of committee structures*
- *Pilot programs*
- *Mechanisms for gathering stakeholder feedback*
- *Site visits to school systems implementing the materials being considered*

Elementary and Secondary ELA: In Elementary, Pre-Kindergarten implements the Children Discovery Their World curriculum, Kindergarten through Grade 5 implements the Bookworms Reading and Writing curriculum. The author published a document explaining the selection of texts. Prior to implementing the curriculum, each trade book utilized in Bookworms must also be adopted by CCPS through the text adoption process.

The Elementary and Secondary English Language Arts Departments have a deliberate and comprehensive text adoption process. The Materials Adoption Committee meets annually to review the proposed texts. Members of the committee vet the proposals, considering factors such as text complexity, alignment to standards, cultural diversity, and community values. Proposed texts must be approved by a minimum of three teachers before they are adopted into the ELA Curriculum. Some texts contain mature content, and in those cases, teachers send a parent permission letter home with students. New texts and units are typically piloted by strategically selected teachers and/or schools. We encourage community members to suggest texts for adoption into the Secondary ELA curriculum. A text proposal form is available on the CCPS website.

CCPS: Instructional materials can also be reviewed or challenged through the Instructional Resource Review Council. The purpose of the Curriculum and Instructional Materials Adoption Process is to provide a comprehensive process, with stakeholders' input, for the review of all curriculum and instructional materials including textbooks, trade books, supplemental materials, and scope and sequence. Further, this process will ensure the proper alignment of curricular materials with Maryland State Standards. The committees to support this process include the Curriculum Council, The Instructional Resource Review Council, and the Textbook Review Committee.

Linked Artifacts:

- [IRRC Website](#)
- [Original Text Adoption Form](#)
- [Bookworms Unit Organization](#)

67. High-Quality and Content-Rich: Discuss how the school system determines if materials are high-quality, content-rich, and aligned to the science of reading. Discuss how the LEA ensures materials collectively provide instruction in all five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. If one resource is inadequate or incomplete in addressing all five areas, how will the school system ensure



there is a collection of high-quality materials to address all areas? The Maryland State Department of Education utilizes Ed Reports as a primary source in assessing the quality of instructional materials so it should be included in the response. Additionally, the selection of materials for other content areas such as science and social studies may also be included if that is a consideration in leveraging those subjects to build student knowledge while reinforcing literacy acquisition skills through cross-curricular connections.

Elementary ELA: The elementary curriculum, Bookworms 2021 1st Edition, is built from evidenced-based practices and is an Open Education resource. Since its adoption at CCPS, there has been more emphasis on the science of reading and reviews of curricular resources by organizations like EdReport. When considering resources and augmentation, the science of reading, sustainability of initial and ongoing training of curricular resources, and EdReports including the publisher's response, are considered. CCPS considers the endorsement of instructional approaches to those that have been evaluated through rigorous and well analyzed classroom experiments that have been published in peer reviewed outlets. In addition, alignment of resources across departments building on the work that's already occurred is also considered. For example, during implementation of Bookworms, a partnership with the Professional Development Center (PDCE) for Educators at the University of Delaware was established. The secondary curriculum was designed using work from the same authors of Bookworms.

When reviewing EdReport, science of reading, and student achievement data, CCPS considered implementation of Foundations in Pre-K through Grade 3. When reading the Wilson Foundation publisher's response in EdReport related to phonological awareness, CCPS referenced the National Reading Panel report and noted, "Instruction that taught phoneme manipulation with letters helped normally developing readers and at-risk readers acquire PA better than PA instruction without letters." Furthermore, the special education department implements Wilson Language as a Tier 3 and CCPS has a Wilson Language trainer in the district. The trainer supports training and professional learning; the implementation of Foundations and Wilson language provides continuity of services across tiers.

Secondary ELA: The Secondary ELA curriculum (grades 6-12) is developed by teachers and modeled after the Engage New York ELA curriculum. According to Ed Reports, the Engage New York ELA curriculum meets expectations in text knowledge, building knowledge, and usability. Furthermore, curriculum writers used the Lexile Framework to select grade level texts and *Cracking the Common Core* (Walpole, McKenna, Lewis, 2014) to integrate evidence-based literacy practices into scripted lessons.

As our curriculum evolves to meet the cultural needs of our population, teachers, students, and members of the community are invited to propose texts for adoption. Annually, a Materials Adoption Committee is formed to review the proposals and select texts for adoption. Members of the committee complete thorough adoption forms to evaluate texts through multiple lenses, including Lexile, alignment to standards, diversity, and content.

Linked Artifacts:

- [EdReports Bookworms 2021](#)
- [EdReports EnGage 2016](#)
- [CCPS text adoption process](#)
- [Lexile Framework for Reading](#)



68. Culturally Responsive: During the selection process, how does the school system assess and select materials that are culturally responsive? In instances where materials are high-quality but not culturally responsive, how does the school system supplement materials to ensure that they meet the cultural needs of the students?

The Materials Adoption Committee carefully evaluates each proposed text based on both the quality of the text and the needs of our curriculum. Two of the criteria on the Text Adoption Form are related to cultural responsiveness. When the Materials Adoption Committee meets, they first evaluate the needs of our curriculum, including the representation of diverse authors, and then select texts based on those needs. Recent text adoptions include the following: Hidden Figures, Margot Lee Shetterly, Class Act and New Kid, Jerry Craft, The Crossover, Kwame Alexander. In response to community feedback, we are expanding this process to identify alternative options for opt-out texts.

In elementary ELA, CCPS has adopted the revised Bookworms 1st Edition curriculum, which includes more diverse texts than the original curriculum. This updated version also includes a suggested small group text and classroom library list. The revision work targeted two pillars previously underdeveloped - the welcoming environment and increased sensitivity to inclusion. Teacher guidance and lesson plan language was added to promote a culturally sustaining environment. An intentional priority in the revision work was to increase cultural representation in the curriculum through text selection.

Linked Artifacts:

69. Supplemental and Intervention Materials (Tiers 2 and 3 of Instruction): What additional considerations or steps are added to the materials selection process when selecting supplemental and intervention materials for use in tiers 2 and 3?

Elementary ELA -

- Consider Elementary Tiers 2 and 3 program evaluation for English Learners (ELs)
- Consider continuity of services from Tier 1 to Tiers 2 and 3 including Tier 3 programs identified by the special education department
- Consider MSDE “Summary of Supplemental Programs: Tier II” and “Summary of Supplemental Programs: Tier III”
- Performance Matters Intervention Module Data
- Consider Intervention programs/materials for ELs based on evidenced-based research
- New literacy programs and materials for students receiving special education services are initiated, reviewed, and/or developed with the literacy coach that supports that special education department

Secondary ELA-

- One middle school is currently piloting a tier 2 writing program. The program was developed based on *The Writing Revolution*, by Judith C. Hochman and Natalie Wexler
- Consider Intervention programs/materials based on evidenced-based research
- New literacy programs and materials for students receiving special education services are initiated, reviewed, and/or developed with the literacy coach that supports that special education department



- Scaffolded assessments for English Learners aligned with levels of English Language proficiency and used to inform planning

Linked Artifacts:

- [Special Education Resource Document](#)
- [MSDE Guidelines for Implementing Reading Instruction for EL Students](#)

70. HQIM - English Language Arts: Adoption Projections

Identify the High-Quality, Content-Rich, and Culturally Responsive Instructional Materials adopted and used for literacy in English Language Arts at each grade level (Pre-K-12) and tier of instruction. If a particular material is under review or not yet identified, indicate its status.

Bookworms 1st Edition is implemented in one of our elementary schools. Next year, CCPS will expand implementation to eight more elementary schools. By design, target texts for each module include trade books. The selection of trade books includes teacher recommendations, literary and/or knowledge-building merit, broad-representational lens (e.g., male and female protagonists, racial and ethnic backgrounds, etc.), topics commonly taught in science and social studies around the nation, and Lexile's as identified in Appendix A in the CCSS. Each new target text is and will go through the trade book adoption process.

The CCPS Secondary English Language Arts Curriculum has been designed using the quad text set framework (Lewis, McKenna, & Walpole, 2014). Units of study are grounded in complex, grade-level texts and made accessible to all learners through supplementary texts (visual texts, informational texts, young adult literature) that build background and vocabulary. Text sets are aligned with focus standards and explored through the lens of essential questions that challenge students to consider the author's craft and purpose. In the artifacts, links to our curriculum maps and text inventories are provided.

Linked Artifacts:

- [Elementary Bookworms Titles](#)
- [Secondary Texts List](#)

71. Materials-Specific Professional Development and Support: What professional development and support does the school system provide to ensure the effective use of instructional materials? Discuss activities to support the implementation of newly adopted materials as well as those designed to leverage materials during instruction over time.

During the August professional learning day(s), curriculum writers share updates to curriculum documents and support teachers as they begin planning for the year. In 2022, we developed a technical writing unit (grade 11) in collaboration with the School of Technology and piloted the



unit with a select group of teachers. Professional learning for all 11th grade teachers will be provided when we roll out the unit district-wide during the 23-24 school year. We only have district-wide professional learning days 2-3 times per year, but on those days, teachers meet in grade level teams to share best practices related to curriculum implementation.

In elementary, teachers introduced to the elementary language arts curriculum for the first time, are invited to the new teacher induction training that occurs in the beginning of the school year prior to the returning teacher start date. The professional learning continues during the county professional days in the beginning of the school year in person and throughout the school on county professional days virtually. As CCPS adopts Bookworms 1st Edition, teachers receive training specific to the revisions in August during county professional development and every other month during a PLC facilitated by University of Delaware and district instructional coaches.

Linked Artifacts: [Sample of Secondary ELA Curriculum Updates](#)

Pillar 3, Objective 2 (English Language Arts): Keep students on track to meet CCR

3.2.1 (English Language Arts): Provide intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade

Progress Monitoring in English Language Arts

72. Systems and Structures for Progress Monitoring: Describe the systems and structures the school system has put into place to ensure rigorous monitoring of student progress in reading at each grade level.

Examples may include:

- *How the instructional schedule is developed to support teacher planning and collaboration in response to student literacy data*
- *A specific model or framework for analyzing literacy data, facilitating a professional learning community, etc.*
- *Creating schedules for ongoing assessment and tracking of student progress throughout the school year*
- *Professional development opportunities to support teachers and administrators in implementing effective progress monitoring*

Based on where the student falls on the MTSS flowchart will determine the level of intervention. All students receive Tier 1 interventions through Bookworms curriculum with flex grouping. General education students identified with having reading difficulties (two grade levels of below) are identified for a Tier 2 reading intervention. Students receiving special education services will receive access to a Tier 3 reading intervention. When a student completes a reading intervention program, their reading levels are assessed to determine if a deficit still exists. If the gap has



been closed, then reading intervention is ended. Effectiveness is evaluated continually through progress reporting and lesson completion.

Linked Artifacts:

- [MTSS Infographic](#)

73. Assessments: List the assessments administered to students and their purpose in progress monitoring, including the use of universal screeners as required by Maryland’s Ready to Read Act.

Grade Level(s)	Assessment	Type (diagnostic, formative, summative)	Frequency of Administration	Purpose
Pre-Kindergarten	Preschool Early Literacy Indicators (PELI)	Diagnostic	3 times per year	Monitor student development in the areas of foundational reading skills
Kindergarten – Grade 5	Acadience Reading	Diagnostic	3 times per year	Monitor student development in the areas of foundational reading skills, fluency and comprehension
Grades 6-8	NWEA	Formative	2 times per year	Assess and monitor students’ reading comprehension

Linked Artifacts:

- [2022-23 Assessment Calendar](#)

74. Measures of Success: Describe the measures of success the school system utilizes to identify students in need of support and intervention in literacy to meet the college and career readiness standard. Explain the rationale for using each of the measures as well as the grade levels to which they apply.

Examples may include:

- *Kindergarten Readiness Assessment (KRA) and reading proficiency by the end of 3rd grade*
- *Early warning indicators such as attendance, behavior, and course completion in middle school*
- *Freshmen on-track indicator, cumulative 9th and 10th grade GPA, core subjects GPA, attainment of credits in core content courses, attainment of credits in career and technical education (CTE) courses, or a combination together with assessment scores, attendance, or other behavioral metrics*



Measure	Rationale	Grade Level(s)
Early Learning Assessment	Developmentally appropriate formative assessment based on observations of students. Identifies students needing support in literacy based on the foundational components of early literacy.	PreK
Kindergarten Readiness Assessment (KRA)	Provides data on readiness for K in the following areas: reading, math, social foundations, physical well-being. Identifies students needing support.	K
Acadience Reading K-6	Early screening and identification of students at risk for reading difficulties including dyslexia. Students placing below benchmark are provided intervention. Screening and progress monitoring assessment as part of the Ready to Read Act.	K-5
MCAP English Language Arts	State Assessment measures proficiency of content standards in course and identifies students entering a grade level/course that may need scaffolds and support accessing tier 1 learning.	3-8, 10
Social Emotional Learning Survey	Identify and monitor students who need social/emotional supports	6-12
NWEA (MAPS) testing	Assess reading comprehension from fall to winter and from grade to grade	3-8

Linked Artifacts:

Intervention in English Language Arts

[Blueprint Requirement \(MD Code, Educ §5-226\)](#)

[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)

75. Tier 2 and 3 Intervention: Describe the school system’s targeted, evidence-based model for Tier 2 and Tier 3 instruction in reading. Include the following:

- The correlation between how students are identified during progress monitoring and the type of intervention the school system provides
- The core components and/or major activities for each type of intervention, including details such as the length of time students participate and who may be working with them in addition to the classroom teacher



- How it's determined that a student no longer requires intervention
- The method(s) for evaluating the effectiveness of interventions

Responses should be organized by level (elementary, middle, high).

- **Elementary (Pre-K-5)**

Based on where the student falls on the MTSS flowchart will determine the level of intervention. All students receive Tier 1 interventions through Bookworms curriculum with flex grouping. General education students identified as having reading difficulties (two grade levels or below) are identified for a Tier 2 reading intervention. Students receiving special education services will receive access to a Tier 3 reading intervention. When a student completes a reading intervention program, their reading levels are assessed to determine if a deficit still exists. If the gap has been closed, then reading intervention is ended. Effectiveness is evaluated continually through progress reporting and lesson completion.

Linked Artifacts:

- [Special Education Reading Program Resource](#)
- [Special Education Reading Intervention Resource](#)
- [Tiered Process for Reading Supports PK-K](#)
- [Tiered Resource for Reading Supports Grade 1](#)
- [Tiered Process for Reading Supports Grade 2](#)
- [Tiered Process for Reading Supports for Grades 3-5](#)

- **Middle School (6-8)**

Based on where the student falls on the MTSS flowchart will determine the level of intervention. General education students identified as having reading difficulties (two grade levels or below) are identified for a Tier 2 reading intervention. Students receiving special education services will receive access to a Tier 3 reading intervention. When a student completes a reading intervention program, their reading levels are assessed to determine if a deficit still exists. If the gap has been closed, then reading intervention is ended. Effectiveness is evaluated continually through progress reporting and lesson completion.

Linked Artifacts:

- [Special Education Reading Program Resource](#)
- [Special Education Reading Intervention Resource](#)
- [Tiered Process for Reading Supports 6+](#)

- **High School (9-12)**

General education students identified with having reading difficulties (two grade levels of below) are identified for a Tier 2 reading intervention. Students receiving special education services will receive access to a Tier 3 reading intervention. When a student completes a reading intervention program, their reading levels are assessed to determine if a deficit still exists. If the gap has been closed, then reading intervention is ended. Effectiveness is evaluated continually through progress reporting and lesson completion.

Linked Artifacts:



- [Special Education Reading Program Resource](#)
- [Special Education Reading Intervention Resource](#)
- [Tiered Process for Reading Supports 6+](#)

76. Structures and Support for Intervention: How does the school system support teachers in their implementation of intervention at Tiers 2 and 3 so that every student receives reading instruction that is responsive to their individual needs as determined through data collected during progress monitoring?

Considerations should include, but are not limited to, the following:

- A framework for intervention that includes evidence-based, high-yield strategies
- Staffing such as campus-based instructional coaches, intervention teachers, etc.
- Strategic use of specific funding such as the Transitional Supplemental Instruction Aid for struggling learners in K-3
- Schedules (classroom or school) that support increased opportunities for small group or individualized instruction, including high-quality school day tutoring

Based on where the student falls on the MTSS flowchart will determine the level of intervention. All students receive Tier 1 interventions through Bookworms curriculum with flex grouping. General education students identified with having reading difficulties (two grade levels or below) are identified for a Tier 2 reading intervention. Students receiving special education services will receive access to a Tier 3 reading intervention. When a student completes a reading intervention program, their reading levels are assessed to determine if a deficit still exists. If the gap has been closed, then reading intervention is ended. Effectiveness is evaluated continually through progress reporting and lesson completion.

CCPS holds training for interventions throughout the summer and then throughout the school year in various interventions that support phonics acquisition and comprehension. Through the LIR AEP grant, the Special Education Department secures a Literacy Coach to provide onsite monitoring and coaching on a rotating schedule and as needed. Middle school schedules include a "Revisit" period where interventions are provided. High school schedules include "Career and Academic Success" where interventions can take place.

Linked Artifacts:

77. High-Quality School Day Tutoring: How does the school system leverage time, partnerships, and resources (e.g., Transitional Supplemental Instruction Aid) to support the implementation of the high-leverage strategy, high-quality school day tutoring, to accelerate instruction in reading? How does it evaluate the effectiveness of this intervention?

Elementary Schools: CCPS contracted with an outside tutoring company, Chapter One, to support five of our elementary schools in K, 1, and 2. The high-impact model provides schools with trained staff who work with students on a 1:1 basis each day to develop a basic phonics foundation, learning sight words and building reading fluency. In addition, each elementary school has hired school-based tutors to support students with tiers 1, 2, and 3 supports in phonological awareness.



Secondary Schools: CCPS does not currently have a high-dosage tutor program.

Linked Artifacts:

78. Transitional Supplemental Instruction Aid: Use the table below to describe how the LEA has used and will continue to use the Transitional Supplemental Instruction Aid to support K-3 students in reading, beginning with the 2019-2020 school year, and include the impact of the funding and how it has been measured.

School Year	Activity How were the funds used?	Impact What was the result?	Evaluation How was the result determined?
2019-20	Hired hourly tutors in 17 elementary schools to provide supplemental tier I and tier II instruction for students identified through our CCPS MTSS process (1:5).	Informal Feedback from schools indicated that the additional support helped students	Informal Feedback
2020-21	Hired hourly tutors in 17 elementary schools to provide supplemental tier I and tier II instruction for students identified through our CCPS MTSS process (1:5).	Informal Feedback from schools indicated that the additional support helped students	Informal Feedback
2021-22	Hired hourly tutors in 17 elementary schools to provide supplemental tier I and tier II instruction for students identified through our CCPS MTSS process (1:5).	Students demonstrated growth in all subgroups from fall to winter.	NWEA MAP fall and winter assessments.
2022-23	<p>Hired hourly tutors in 17 elementary schools to provide supplemental tier I, tier II, and tier 3 instruction for students identified through our CCPS MTSS process (1:3).</p> <p>Contracted with Innovations for Learning, now Chapter One, for students in K, 1, and/or 2 in 5 of our elementary schools to provide high-dosage tutoring (1:1).</p> <p>Hired hourly tutors in 1 elementary school to provide tier III high quality instruction to students in K-5 (1:2).</p>	Data will be available at the end of the school year	<p>NWEA MAP fall and winter assessments will be administered in grades 2 and 3. Acadience Reding K-6 benchmark will be administered as the screener for students in K-3 three times a year. The progress monitoring tools will be administered for each grade level.</p> <p>Kindergarten – First Sound Fluency (FSF), Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF)</p> <p>Grade 1 – Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NSF), Oral Rading Fluency (ORF)</p> <p>Grades 2 and 3 – Oral Reading Fluency (ORF) unless showing deficits in one or more of the other areas; other subtests may be used as diagnostics.</p>

Linked Artifacts:



79. Underserved Student Groups: Describe how the school system eliminates barriers and meets the needs of students who have been underserved. Consider the learning loss caused by the pandemic for specific student groups as well as groups who have been historically underserved. How will the school system minimize or prevent students from continuing to be underserved?

EL Subgroup

- Professional Development for content teachers of English learners
 - Every teacher is provided with professional development related to their students' EL Plans; this includes a review of the students' key demographic information, longitudinal ELP data, annual goals, accommodations, scaffolds and supports, and performance descriptors that describe what students can do when consistently provided scaffolds and supports.
 - Follow up support provided by the ESOL teacher in grade level meetings, department meetings, or 1:1 before, during, or after school to support flexible and responsive instruction.
 - Increase the number of CCPS teachers certified to teach ESOL and/or better serve ELs in their current roles.
 - Pathway to ESOL Certification (FY23 Title III funding): The Pathway to ESOL Certification courses provide experienced teachers with a solid foundation of theoretical and practical knowledge of the research and best practices for educating English learners. The courses address the realities of the English Language Development teacher role while also addressing the topics covered in the ESOL Praxis. The completion of this 4 course Pathway to ESOL Certification leaves participants prepared to take on ESOL roles and to meet state requirements for passing the ESOL Praxis.
- Provide inclusive assessments in Science (FY23), Social Studies (FY22), and Secondary ELA (FY24)
- High quality, school-day and extended day tutoring
 - EL tutoring is designed as supplemental support in the general education classroom.
 - Report card data indicates that 82% of the ELs earned a grade of B or higher during the first marking period of the 2022-2023 school year in the class where the EL tutor provided additional support.
- Provide designated ELD classes for ELs at Elkton Middle School which enrolls the higher number of ELs in grades 6-8 (FY22, FY23)
 - Continue to look at staffing and scheduling options to improve and expand the program model to other middle schools.

Use MTSS for students not meeting with success (EL specific strategies).

Linked Artifacts:



80. Leveraging the Concentration of Poverty Grant in Intervention: Districts receiving the Concentration of Poverty Grant must discuss how they utilize the grant resources to support acceleration and intervention efforts for underserved students in reading. Include how the school system evaluates the effectiveness of its efforts.

CCPS has four schools (Thomson Estates Elementary, Gilpin Manor Elementary, Holly Hall Elementary, and Elkton Middle) that receive funding through the Concentration of Poverty Grant. Each of our Concentration of Poverty Community Schools must complete a needs assessment to address the on-going needs of their most at-risk students. Through the needs assessment process which includes data acquired through school-based assessments, data acquired through Panorama surveys of students, staff, and families, beginning of school year data, end of school year data, and summer school data; Community Schools allocate a portion of their funds to intervention and remediation and staffing to facilitate intervention efforts.

Our evidence-based efforts come in the form of after school intervention and tutoring during the school year and summer school programming and tutoring beyond the school year. Staffing is in the form of teaching staff and tutors who facilitate small group and individual instruction, as well as school day and extended day tutoring and summer intervention. The effectiveness of these programs will be measured by DIBELS and Lexile data indicating student outcomes. Increased student literacy achievement will be indicated by higher reading formative assessment scores and higher MCAP ELA scores.

The Concentration of Poverty Grant (COP) schools can offer more reading intervention program options as the COP Per Pupil funding becomes active at more schools. This will be of paramount importance as the ESSER funding for interventions and tutors dissipates in the near future.

Linked Artifacts: [Holly Hall Elementary Community School Implementation Plan](#)

81. Family Engagement in Learning: What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are identified for intervention in reading? Discuss how parents/guardians are notified and included in the development and implementation of individual student's learning plans.

If a student receiving special education services is reading two or more grade levels below their current grade level and requires a human reader or text-to-speech to access grade level material, that student must be in a research-based intervention program. Students reading two or more grade levels below who do not require a human reader or text-to-speech may still benefit from phonics-based instruction through a Tier 3 intervention, but it would not be required of the IEP team to provide an intervention program; the team could opt to provide specially designed instruction in the area of phonics without an intervention. Upon review of the student's needs, parents would be informed through the IEP team that the student requires a Tier 3 reading intervention, and it would be documented as a supplementary aid within the IEP, and services to address the student's phonics deficit would be added to the IEP with an accompanying IEP goal. If the student requires a human read or text-to-speech the Appendix D form in the IEP system would need to be completed to provide evidence for the accommodation. Parents would receive notification through attendance at the IEP meeting and subsequent documentation within the Prior Written Notice stating the student's need to be in the reading intervention program.

The elementary literacy coaches from both the elementary language arts department and special education department will create a Parents Read-at-Home Plan for Students' Success to share with families. The plan will support the parent notification letters sent home communicating each



student's Acadience K-6 reading score. The plan will include a checklist of identified deficiencies based on the screener and diagnostic information. For example, here is a list of identified deficiencies: a. phonemic awareness, b. phonics, c. fluency, d. vocabulary, e. comprehension. The resources would provide a list of activities to do at home with their child to address the identified deficiency.

- **Linked Artifacts:**
- [Appendix D: Text to Speech, ASL Video, or Human Reader/Human Signer Guidance for ELA Assessments](#)

Note: This Pillar was developed to support LEAs in planning across the Pre-K-12 continuum. For the March 2023 submission of the Initial Blueprint Implementation Plan, LEAs are only required to address Pre-K through fifth grade when answering the questions for Objectives 1 and 2. Grades 6-12 will be addressed in the March 2024 submission.

Pillar 3, Objective 1 (Math): Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate

3.1.3 (Math): LEAs shall implement a fully aligned instructional system in consultation with experienced and highly effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in a logical sequence

Comprehensive Plan for Mathematics

82. Comprehensive Plan for Mathematics: Does the school system have a comprehensive plan for mathematics that begins with pre-kindergarten and prepares students for college-level credit-bearing course work in mathematics upon graduation?

If yes, link the plan as an artifact below and use the open response field to discuss when and how it was developed. If the plan does not exist or needs to be refined to align to the Blueprint's intent, discuss the anticipated timeline and process for development and/or revision.



Currently, our district does not have a comprehensive plan for mathematics that begins with Pre-K and prepares for college-level credit-bearing course work in mathematics upon graduation. Using the blueprint as a guide, a committee has been formed with leaders and stakeholders to develop this plan. The group will begin by looking at other districts' comprehensive plans for ideas. The group will also look at our current mission, vision and goals.

CCPS elementary math department has published a Curriculum Guide which details some of the components of a comprehensive mathematics plan. Additional changes are required, including a professional development plan, community involvement, and specific language for special populations.

The process for developing a comprehensive plan will begin spring 2023 with a stakeholder meeting to complete a needs assessment; from there we will begin development of the plan. Targeted completion for writing the plan is October 2023 with full implementation by September 30, 2024.

March 2023: Initial meeting to examine comprehensive plans from other districts to begin the process. This meeting will also include an overview of the array of materials we already have in place, such as mission, vision, goals and curriculum documents.

April 2023: A work meeting designed to create an overview of the plan and then use small groups to develop parts of the plan.

May 2023: The small groups will meet as a large group to review the small group submissions and adopt the mission, vision and goals. Revisions will be made after feedback.

June/July 2023: Teachers and content leaders will use the mission, vision and goals to draft the implementation plans. The goals will include our plan to increase the number of students taking Algebra 1 in 8th grade and how we will ensure that every student has the chance to take and successfully complete Algebra 2 prior to graduation, both of which help ensure that students are prepared for credit-bearing college courses in math upon graduation. Our goals will include how we can get more students enrolled in AP, our early college academy, and dual enrollment in mathematics. Goals will also include an examination of our primary resource K-8 to determine if it meets the needs of all students and if another primary resource would better serve students. In addition, we will set a goal regarding our struggling students and will be phrased in a manner that allows these students to catch up and keep up simultaneously. Finally, a goal will include the preparation for the key transitions from grade 5 to 6 and grade 8 to 9.

August/September 2023: Present this initial plan to leadership for feedback.

October 2023: Adoption of the plan after revisions based on feedback.

November 2023: Begin implementation of the plan with full implementation by the start of the 24-25 school year.

December 2023 - May 2024: Data gathering around aspects of the plan to determine how the plan can be improved to meet the needs of all students in mathematics.

Linked Artifacts:

- [Elementary Math Curriculum Guide](#)



83. Vision, Mission, and Goals for Mathematics: Describe the district's vision, mission, and goals for mathematics.

The Cecil County Mathematics program strives to empower teachers to create classroom conditions where all students can become successful mathematical thinkers and creative problem solvers. It is important for our students to develop the habits of mind that will allow them to explore the world around them, to identify problems, to determine possible solutions, and to communicate the best possible solution to peers. The mathematics mission and vision can be found on the CCPS Mathematics homepage along with all curriculum information.

Linked Artifacts:

- [Mathematics webpage,](#)
- [Secondary Mathematics webpage](#)



84. College and Career Readiness in Mathematics – Achievement Projections

Use the tables below to indicate the current and projected achievement levels in mathematics for the designated groups by gender, socioeconomic status, service group, and race/ethnicity for each of the designated grade levels (3rd, 6th, 10th).

Table 1: 3rd Grade Student Achievement in Mathematics by Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	27.5%	40.6%	29.8%	<=5%	25%	38%	33%	4%	25%	38%	33%	4%
M	30%	39%	28.9%	<=5%	25%	37%	34%	4%	25%	37%	34%	4%
F	24.9%	42.3%	30.8%	<=5%	22%	40%	35%	3%	22%	40%	35%	3%
NB	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ED	39.1%	42.8%	17.7%	<=5%	37%	40%	20%	3%	37%	40%	20%	3%
EL	51.3%	43.6%	5.1%	<=5%	46%	41%	12%	1%	46%	41%	12%	1%
SE	66.3%	29%	<=5%	<=5%	59%	26%	13%	2%	59%	26%	13%	2%

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- F = Female
- M = Male
- NB = Nonbinary
- ED = Economically Disadvantaged
- EL = English Learner
- SE = Special Education

Table 2: 3rd Grade Student Achievement in Mathematics by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	27.5%	40.6%	29.8%	<=5%	25%	38%	33%	4%	25%	38%	33%	4%
AI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
A	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
B	43.8%	43.8%	12.5%	<=5%	40%	39%	19%	2%	40%	39%	19%	2%
H	35.6%	44.8%	19.5%	<=5%	34%	41%	23%	2%	34%	41%	23%	2%
NH	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2+	35.8%	39.5%	24.7%	<=5%	23%	34%	40%	5%	23%	34%	40%	5%
W	23.6%	40%	33.6%	<=5%	13%	32%	50%	5%	13%	32%	50%	5%

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- AI = American Indian / Alaska Native
- A = Asian
- B = Black / African American
- H = Hispanic / Latino
- NH = Native Hawaiian / Pacific Islander
- 2+ = Two or More
- W = White



84. College and Career Readiness in Mathematics – Achievement Projections

Table 3: 6th Grade Student Achievement in Mathematics by Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	38.3%	48.3%	12.8%	<=5%	35%	44%	16%	5%	35%	44%	16%	5%
M	40.6%	45.5%	12.9%	<=5%	37%	41%	17%	5%	37%	41%	17%	5%
F	35.8%	51.3%	12.7%	<=5%	33%	45%	17%	5%	33%	45%	17%	5%
NB	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ED	57.6%	38.6%	<=5%	<=5%	54%	36%	5%	5%	54%	36%	5%	5%
EL	50%	41.7%	8.3%	<=5%	47%	38%	10%	5%	47%	38%	10%	5%
SE	67.9%	30.6%	<=5%	<=5%	63%	27%	5%	5%	63%	27%	5%	5%

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- F = Female
- M = Male
- NB = Nonbinary
- ED = Economically Disadvantaged
- EL = English Learner
- SE = Special Education

Table 4: 6th Grade Student Achievement in Mathematics by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	38.3%	48.3%	12.8%	<=5%	35%	44%	16%	5%	35%	44%	16%	5%
AI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
A	20%	50%	30%	<=5%	12%	39%	39%	10%	12%	39%	39%	10%
B	60.9%	36.5%	<=5%	<=5%	52%	34%	9%	5%	52%	34%	9%	5%
H	49.4%	45.5%	5.2%	<=5%	45%	41%	9%	5%	45%	41%	9%	5%
NH	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2+	41.8%	47.8%	10.4%	<=5%	35%	40%	20%	5%	35%	40%	20%	5%
W	34%	50.3%	15%	<=5%	25%	43%	27%	5%	25%	43%	27%	5%

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- AI = American Indian/Alaska Native
- A = Asian
- B = Black/African American
- H = Hispanic/Latino
- NH = Native Hawaiian/Pacific Islander
- 2+ = Two or More
- W = White



84. College and Career Readiness in Mathematics – Achievement Projections

Table 5: Algebra I Student Achievement by Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	33.2%	54.2%	12.2%	<=5%	30%	50%	15%	5%	30%	50%	15%	5%
M	34.2%	52.1%	13.3%	<=5%	30%	45%	20%	5%	30%	45%	20%	5%
F	32.2%	56.6%	11%	<=5%	25%	50%	20%	5%	25%	50%	20%	5%
NB	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ED	48.8%	47%	<=5%	<=5%	45%	42%	8%	5%	45%	42%	8%	5%
EL	NA	NA	NA	NA	72%	18%	5%	5%	72%	18%	5%	5%
SE	68.2%	30.1%	<=5%	<=5%	65%	25%	5%	5%	65%	25%	5%	5%

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- F = Female
- M = Male
- NB = Nonbinary
- ED = Economically Disadvantaged
- EL = English Learner
- SE = Special Education

Table 6: Algebra I Student Achievement by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	33.2%	54.2%	12.2%	<=5%	30%	50%	15%	5%	30%	50%	15%	5%
AI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
A	20%	50%	30%	<=5%	13%	45%	37%	5%	13%	45%	37%	5%
B	53.3%	41.6%	5.1%	<=5%	50%	35%	10%	5%	50%	35%	10%	5%
H	40%	51.8%	8.2%	<=5%	38%	47%	10%	5%	38%	47%	10%	5%
NH	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2+	40.3%	51.9%	7.8%	<=5%	31%	47%	17%	5%	31%	47%	17%	5%
W	28.8%	56.9%	13.9%	<=5%	23%	52%	22%	5%	23%	52%	22%	5%

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- AI = American Indian/Alaska Native
- A = Asian
- B = Black/African American
- H = Hispanic/Latino
- NH = Native Hawaiian/Pacific Islander
- 2+ = Two or More
- W = White

Linked Artifacts:



Mathematics Training and Professional Development

85. Identifying Training Needs: Discuss the systems for identifying which employees need mathematics training and if it was completed, including existing staff, those new to the profession, and those new to the school system.

Examples may include:

- *Assessing when teachers new to the profession may have received the training through educator preparation programs*
- *Identifying training needs for staff when they are new to a position or assignment (e.g., moving from one grade level to another, new principals, etc.)*
- *Determining when teachers may have started a training series that was not completed for varying reasons; therefore, they require additional training opportunities (e.g., A teacher who begins a four-part training series on algebraic reasoning and goes on a leave of absence before it's completed)*

In SY 2022-2023 participation was tracked through sign in sheets at all PD sessions. Beginning in SY 2023-2024, all professional development will be tracked using the Data Service Center. This tracking system will provide data regarding attendance and content for all school and county-based PD.

The development of PD will be informed by student data captured in Performance Matters as well as through teacher observation.

During SY 2022 -2023 in grades K-5, teachers received training in OGAP Math and Do the Math. Additionally, we piloted an online math learning platform called All Learners Online (ALO). To assess mastery of the mathematics training content, OGAP has trained teachers on using the formative assessment cycle. The formative assessment cycle allows teachers to analyze students' level of mastery and utilize the built in resources to effectively adapt instruction to meet individual learning objectives.

For Do the Math, to assess mastery of the mathematics training content, teachers and interventionists who are implementing DTM are collecting data from the student assessment as well as conferencing with the Title 1 resource teacher or general education teacher at each building. The data is analyzed, and instruction is adapted based on students' level of understanding.

Mastery of ALO content was assessed throughout the course through discussion boards and brief constructed responses submitted by teachers.

All Secondary teachers received PD in the spring of 2023 on the new adaptive MCAP test. Mastery of this PD will be assessed by first looking at student results, both in terms of performance and growth. That is, mastery is measured in the implementation and the results for students.

[Linked Artifacts:](#)

86. Types of Training Provided: List the type(s) of initial and ongoing mathematics training provided for different employee groups (general education teachers, special education teachers, principals, content specialists, and other relevant staff), including the total number of



hours and time period for completion. Classify training as initial if it is intended to provide foundational knowledge and skills and ongoing if it’s intended to increase knowledge and skills and support the implementation of the initial training.

Examples may include:

- *Core (Tier 1) mathematics instruction in grades Pre-K-3*
- *Intervention instruction in grades Pre-K-12 or grade bands (e.g., Pre-K-K, 1-3, 4-5, 6-8, 9-12)*
- *Topic specific (e.g., problem-solving, facilitating mathematical discourse, strategies for EL students, etc.)*

Employee Group	Grade Level(s)	Name of Training	Training Type (Initial or Ongoing)	Total Number of Hours	Time Period for Completion
All teachers	1-5	The number line progression (all elementary teachers)	Initial	2.5	2-hour workshop
Select Teachers from each school (General Ed and Special Education)	1-5	OGAP Additive Session (not all teachers)	Initial	32	2 – 2 day sessions
Select Teachers from each school (General Ed and Special Education)	1-5	OGAP Multiplicative Sessions (not all teachers)	Initial	32	2 – 2 day sessions
Title 1 Resource Teachers, Assistant Principals, Select Classroom teacher	1-5	How to start a Math PLC (not all teachers)	Ongoing as part of the Additive and Multiplicative	2	3-hour workshop
Fluency	Pre-K – 5	Fluency practices to promote flexibility and fluency in the classroom (not all teachers)	Ongoing in collaboration with schools	2	2-hour face to face workshop

Linked Artifacts:

87. Fidelity of Implementation: How does the school system assess participants’ mastery of the mathematics training content? Discuss how implementation is monitored and assessed, including how data is used to inform continued professional development.

Examples may include:

- *Developing a walkthrough tool reflective of the components aligned to the mathematics pedagogy that are taught during training to collect data on the use of those components*
- *Creating a process or using a specific protocol for identifying, collecting, and analyzing data at different levels of implementation (e.g., district, school, classroom)*
- *Use of surveys to assess teachers’ perceptions of training, implementation, and success with students*



- Currently, CCPS does not assess the fidelity of implementation of PD in mathematics except through classroom visits by the instructional coordinators. We use the teacher observation tool for both formal and informal observations. We also use curriculum guides as a tool for teachers and administrators alike. We survey and use teacher workgroups for reflection and feedback on what is working.
- The instructional coordinators visit as many classrooms as possible, but ultimately the process is not assessed using quantitative data.

Linked Artifacts:

88. Ongoing, Job-Embedded Professional Development: What types of ongoing, job-embedded professional development does the school system provide to support staff in the implementation of instructional practices aligned to effective math pedagogy?

Examples may include:

- *Daily lesson study and planning by grade level, department, or cross-curricular teams*
- *Regular peer coaching cycles, including observations, debriefs, and planning*
- *Support from content specialists such as model teaching, co-planning, and instructional coaching*

K-5 Professional development detail can be viewed in the linked artifact.

For grades 6-12, we focused on these areas:

- (1) MCAP: Since the test is now adaptive, teachers needed training on the test. The PD also focused on reasoning and modeling and how these types of activities can be included in the classroom.
- (2) SAT: Since the test is used for CCR, teachers were trained on how to infuse key SAT concepts and skills into sophomore and junior year courses to help these students and fill in gaps.
- (3) ELL: All teachers were trained on strategies for ELL students.

Linked Artifacts: [K-5 Professional Development Plan](#)

89. Organizational Structures and Support: How does the school system leverage talent, time, and resources to support ongoing, job-embedded professional development of staff responsible for math instruction and intervention?

Examples may include:

- *Identifying the most effective math teachers and increasing their impact beyond their individual classrooms through lesson planning, co-teaching, peer coaching, etc.*



- *Changing the daily schedule to increase collaboration time for teachers during the school day*
- *Hiring district math specialists and deploying them to campuses to model lessons, observe instruction, and coach teachers*

CCPS does not currently have math specialists in local schools. Secondary schools have a lead math teacher who can provide school based professional development in concert with the secondary math coordinator.

Effective math teachers in the county are identified and asked to co-plan and present math professional development sessions to their colleagues based on interest.

Example modules in elementary schools have included removing language as a barrier to Math success and Math fluency.

The scheduling norm for Elementary schools is common planning time for grade level teams at least 3 days a week or as frequently as resources will allow.

[Linked Artifacts:](#)

High-Quality, Content-Rich Instructional Materials for Mathematics

90. Process for Selecting Materials: Describe the process the school system uses to select instructional materials for mathematics, including who participates and the types of activities used.

Examples may include:

- *Use of committee structures*
- *Pilot programs*
- *Mechanisms for gathering stakeholder feedback*
- *Site visits to school systems implementing the materials being considered*

CCPS has not selected primary resources for our K through Algebra 2 curriculum in 8 years, but the contract with Savvas expires in June 2024, so we are in the process of deciding whether to continue with our current resource provider or make changes. The process for selecting materials that would be in use beginning in SY25 involves stakeholders and piloting. Here is the rough timeline and process:

Winter/Spring 2023: Both coordinators and at least one math coach meet to examine possible materials. CCPS will evaluate EdReports and survey other surrounding districts to see what they are using and to what level of success (or lack thereof). It is important that any resource that is not "all green" in EdReports at this time will be rejected.

- Spring 2023: Coordinators, at least one coach, and about fifteen teachers examine the narrowed choices and determine which materials, if any, to pilot.



- Summer 2023: Coordinators and teachers meet to determine the pilot teachers, who would be a representative sampling from the county, and rework the curricular flow, if needed, to run the pilot.
- Fall 2023: The materials will be piloted, and the coordinators will determine the fiscal impact of such a move.
- Late Fall 2023: The team will meet to reach a conclusion.
- February 2024: The team will present to the textbook review committee. The committee will then examine the resources for about a month. (Link to the textbook review committee in board docs)
- February through March 2024: The textbook review committee reviews the materials.
- February through March 2024: The materials will be placed in each of the seven county public libraries for review and comment. The comments are shared with the textbook review committee.
- March 2024: The textbook review committee will vote.
- April 2024: If the textbook review votes “yes”, the resources will be presented to the Board of Education where they layover for thirty days.
- April through May 2024: The board will invite public comment on the materials.
- May 2024: The Board of Education will vote.
- Summer 2024: Materials will be procured and some teachers from each building will be trained.
- August 2024: Implementation with follow up begins.

Linked Artifacts:

91. High-Quality and Content-Rich: Discuss how the school system determines if materials are high-quality and content-rich. The Blueprint for Maryland's Future requires that curriculum aligns to the CCR standard. The Maryland State Department of Education utilizes Ed



Reports as a primary source in assessing the quality of instructional materials so it should be included in the response. Additionally, the selection of materials for other content areas such as science and social studies may also be included if that is a consideration in leveraging those subjects to build student knowledge while reinforcing math skills through cross-curricular connections.

CCPS utilized enVision 2020 as its primary curricular resource in grades K-8. This version was adopted in the 2020-2021 SY. All K-8 teachers were educated on the changes to the updated version of enVision prior to the first student day. Teacher leaders were developed so that questions can be asked and answered at the school level.

All textbook adoptions run through the Textbook Adoption committee to establish if they are culturally appropriate. For the purpose of this document here is how a textbook shall be defined:

Review and selection of textbooks and e-books, that serve as textbooks, shall be done by representative committees made up of teachers, principals, instructional coordinators/program facilitators, and parents with input from citizens and students where this input may be appropriate. Each committee shall be appointed by the Associate Superintendent for Education Services, upon the recommendation of the Executive Directors of Instruction. The textbook selection committees will forward to the Textbook Review Council, at their September and March meetings, their recommendation of texts or e-books to be adopted for use.

The purpose of the Textbook Review Council is to review and endorse textbooks recommended by textbook selection committees before final presentation to the Board of Education.

In so far as the need to update the primary resource, we will pilot new resources in grades K-8 during the 2023-24 school year to see if it meets our needs. It is noted that the current resource is rated all green by ed reports and noted that the current resource (online version) undergoes updates regularly.

Linked Artifacts:

- [Edreports: envision 2020](#)
- [eVision A/G/A](#)

92. Culturally Responsive: During the selection process, how does the school system assess and select materials that are culturally responsive? In instances where materials are high-quality but not culturally responsive, how does the school system supplement materials to ensure that they meet the cultural needs of the students?

CCPS relies on EdReports to ensure that math materials are culturally responsive.

At one time, Maryland developed its own team to review materials, and some members of CCPS were a part of that team. We used rubrics to ensure cultural relevance and many other components. We would like this item to be a part of the process described in #90 above so we can find results and potentially eliminate some resources from consideration.

Linked Artifacts:



93. Supplemental and Intervention Materials (Tiers 2 and 3 of Instruction): What additional considerations or steps are added to the materials selection process when selecting supplemental and intervention materials for use in tiers 2 and 3?

Consideration for tiered supports in all schools includes information from EdReports or What Works Clearinghouse regarding program success and whether it could impact student achievement.

Currently, the following is in place:

- Tier 2 Use of Learning Trajectories and evidence-based practices to intervene where students are ready to learn.
- Tier 3 Do the Math as a supplemental math program.
- We also look to see what materials/resources are already embedded in the primary resource package.
- Tiers 2 and 3 also use Ascend Math

Linked Artifacts:



94. HQIM – Mathematics: Adoption Projections

Identify the high-quality, content-rich, and culturally responsive instructional materials adopted and used for Math at each grade level (Pre-K-12) and tier of instruction. If a particular material is under review or not yet identified, indicate its status.

Title	Publisher	Grade Level(s)	Instructional Tier(s)	Status (adopted and implementing, under review, piloting)
enVision	Savaas	1-5	1	Adopted and implementing
Do the Math – Supplemental		1-5	2, 3	Adopted and implementing
OGAP learning progressions		1-5	2, 3	Adopted and implementing
enVision 2020	Savaas	6-8	1, 2	Adopted and implementing
enVision Algebra I	Savass	8-10	1, 2	Adopted and implementing
enVision Geometry	Savass	8-11	1	Adopted and implementing
enVision Algebra 2	Savass	9-12	1	Adopted and implementing
Algebra 1	McDougal Littell	9	1, 2	Adopted and implementing
Algebra 2	McDougal Littell	10-12	1, 2	Adopted and implementing
Precalculus with Limits: A Graphing Approach	Cengage Learning	10-12	1	Adopted and implementing
Elementary Statistics: Picture the World	Pearson	11-12	1	Adopted and implementing
Calculus for AP: A Complete Course	Cengage	11-12	1	Adopted and implementing
The Practice of Statistics (AP)	W.H. Freeman	11-12	1	Adopted and implementing
Financial Algebra: Advanced Algebra with Financial Applications Tax Code Update	Cengage	11-12	1, 2	Adopted and implementing
Ascend Math	Ascend	6-12	2, 3	Adopted and implementing

Linked Artifacts:



95. Materials-Specific Professional Development and Support: What professional development and support does the school system provide to ensure the effective use of instructional materials? Discuss activities to support the implementation of newly adopted materials as well as those designed to leverage materials during instruction over time.

In specific schools, there are established PLCs to support continuing education with the core resource, in addition to grade-level meetings on professional development days.

The math department provided support for enVision led by teachers, most recently in the October 2022 County professional day.

The instructional coordinators provide support for all courses. They also provide support to all special educators assigned to math.

Over the summer: teachers who change levels or courses are invited to work on their new courses. Examples from summer 2022 include new AP Calculus teachers and a teacher who moved from grade 6 math to a combo grade 7/8 math schedule.

enVision also offers training videos for teachers in each section for teachers as needed.

Linked Artifacts:

Pillar 3, Objective 2 (Math): Keep students on track to meet CCR

3.2.1 (Math): Provide intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade

Progress Monitoring in Math

96. Systems and Structures for Progress Monitoring: Describe the systems and structures the school system has put into place to ensure rigorous monitoring of student progress in mathematics at each grade level.

Examples may include:

- *How the instructional schedule is developed to support teacher planning and collaboration in response to student math data*
- *A specific model or framework for analyzing math data, facilitating a professional learning community, etc.*
- *Creating schedules for ongoing assessment and tracking of student progress throughout the school year*
- *Professional development opportunities to support teachers and administrators in implementing effective progress monitoring*



CCPS utilizes Performance Matters to help monitor student performance. This system houses not only benchmark data for grades K-5, but also intervention data. We can access the following data at any time to monitor student growth:

- PELI
- KRA
- Acadience Math- Composite scores and subtest scores for grades K-5
- NWEA Maps
- MCAP
- Grades

Intervention data (attendance, participation, program, interventionist, and progress) This data is used by school-based MTSS teams to determine if students are in need of intervention and which intervention will work the best.

For grades 6-12, Performance Matters is also used to monitor data, including interim grades, marking period grades, midterms, and final exams.

Our plan to address the progress monitoring gap is to use our Summer Leadership Academies to ensure that the school's improvement plans align and include progress monitoring in mathematics so that schools can discuss the math data at their monthly meetings.

Linked Artifacts: [Math Cycle Calendar](#)

97. Assessments: List the assessments administered to students and their purpose in progress monitoring, including the use of universal screeners.

Grade Level(s)	Assessment	Type (diagnostic, formative, summative)	Frequency of Administration	Purpose
K-5	Acadience Math	Benchmark	3 times per year	Identify students predicated success for subsequent grade level content
K-12	County-wide summative assessments (all courses)	Summative	3-4 times per marking period	Assessment of learning
K-12	County-wide formative assessments	Formative	2 times between summative assessments	Assessment for learning
10	PSAT		Once per year	AP readiness, progress toward CCR
11	SAT		Once per year	CCR
10-12	Midterm exams	Formative	Once (honors level	Assessment for



			courses only)	learning and gap identification
10-12	Final exams	Summative	Once (honors courses only)	Assessment of learning

Linked Artifacts:

98. Measures of Success: Describe the measures of success the school system utilizes to identify students in need of support and intervention in mathematics to meet the college and career readiness standard. Explain the rationale for using each of the measures as well as the grade levels to which they apply.

Examples may include:

- *Kindergarten Readiness Assessment (KRA) and math proficiency on MCAP by the end of 3rd grade*
- *Early warning indicators such as attendance, behavior, and course completion in middle school*
- *Freshmen on-track indicator, cumulative 9th and 10th grade GPA, core subjects GPA, attainment of credits in core content courses, attainment of credits in career and technical education (CTE) courses, or a combination together with assessment scores, attendance, or other behavioral metrics*

Measure	Rationale	Grade Level(s)
Acadience Math	Determine student readiness to learn grade-level content and targeted areas of support	K-5
MAP (NWEA)	Diagnostic, growth	K-8
On-track for graduation	Predictor of success	9 -10
MCAP	CCR: lagging data	3-10

Linked Artifacts:

Intervention in Mathematics

[Blueprint Requirement \(MD Code, Educ §5-226\)](#)



Blueprint Requirement (MD Code, Educ §7-205.1)

99. Tier 2 and 3 Intervention: Describe the school system's targeted, evidence-based model for Tier 2 and Tier 3 instruction in math. Include the following:

- a. The correlation between how students are identified during progress monitoring and the type of intervention the school system provides.
- b. The core components and/or major activities for each type of intervention, including details such as the length of time students participate and who may be working with them in addition to the classroom teacher.
- c. How it's determined that a student no longer requires intervention
- d. The method(s) for evaluating the effectiveness of interventions.

Responses should be organized by level (elementary, middle, high).

- **Elementary (Pre-K-5)**

The Elementary Curriculum Guide provides guidance for teachers and administrators on the expectations for elementary mathematics. Intervention is determined through data and the school's MTSS process.

Students could exit an intervention for the following reasons.

1. They have achieved mastery by the end of the intervention cycle. CCPS runs three-week intervention cycles for tier II and III interventions to provide time for assessment and re-evaluation. During this time, school-based teams meet to determine student progress and the next steps.
2. Students may also exit a program if they reach on-grade level on the benchmark assessments.
3. If in tier III, students may exit the intervention if they score proficient at the end of the module assessment.
4. After evaluation, school-based teams may determine that the intervention is not appropriate which may also exit the student from the intervention.

Linked Artifacts: [Curriculum Guide](#), [MTSS Handbook](#)

- **Middle School (6-8)**

Correlation: students are identified at the building level using MAP, grades, and other indicators. The intervention provided varies from individualized interventions using the primary resource to Ascend intervention.

Core components: skill development, identification of gaps, time varies by school but is about 30 minutes per week, and the team is the grade level math team (6-8)

No longer requires intervention: this is an issue with many canned programs as there is no exit strategy. Right now, students are re-examined after each marking period



Method: course grades mostly, as we align our intervention to the course. Supports are aligned to county sequences.

Students exit the intervention services when they have leveled up as defined by Ascend Math intervention or when their course grades dictate that the intervention is no longer needed. Middle school math intervention is fluid and students enter and exit as needs arise.

Linked Artifacts:

- **High School (9-12)**

Right now, there are little authentic interventions at the high school. We use Ascend Math for our most struggling students. High schools also use credit recovery and grade recoup as interventions.

Students exit the intervention services when they have earned the math credit or are on-track to earn the math credit. For ninth graders enrolled in pre-algebra, the intervention is maintained throughout the entire course and exits the intervention when the course ends. Students who excel with the intervention are given chances to get ahead and become better prepared for Algebra I, which is the next sequential course.

Linked Artifacts:

100. Structures and Support for Intervention: How does the school system support teachers in their implementation of intervention at Tiers 2 and 3 so that every student receives math instruction that is responsive to their individual needs as determined through data collected during progress monitoring?

Considerations should include, but are not limited to, the following:

- A framework for intervention that includes evidence-based, high-yield strategies
- Staffing such as campus-based instructional coaches, intervention teachers, etc.
- Strategic use of specific funding such as the Transitional Supplemental Instruction Aid for struggling learners in K-3
- Schedules (classroom or school) that support increased opportunities for small group or individualized instruction, including high-quality school day tutoring

The elementary math block is 90 minutes. Ideally 30-40 minutes of whole group and then an hour to 50 minutes of small group teaching.

For grades 6-8, the framework is revisit time. In terms of staffing, CCPS does not have campus-based instructional coaches or intervention teachers. In terms of schedules, right now schedules do not easily allow increased opportunities; in fact, due to staffing and budget, many of the 6th through 8th grade classes are quite large. Special educators are assigned to math. CCPS does not have school-day tutoring at the secondary level.



Linked Artifacts:

101. High-Quality School Day Tutoring: How does the school system leverage time, partnerships, and resources to support the implementation of the high-leverage strategy, high-quality school day tutoring, to accelerate instruction in mathematics? How does it evaluate the effectiveness of this intervention?

The current process in elementary schools allows each individual school to advertise and hire tutors. Tutors are assigned to math or ELA and implement a scripted math program called “Do the Math”. Students who participate in tutoring are monitored through our previously described MTSS Process. As part of our comprehensive plan, we will streamline the hiring process and develop a way to evaluate tutor performance.

CCPS does not currently utilize school day tutoring at the secondary level.

Linked Artifacts:

102. Transitional Supplemental Instruction Aid: Use the table below to describe how the LEA has used and will continue to use the Transitional Supplemental Instruction Aid to support K-3 students in math, beginning with the 2019-2020 school year, and include how the impact of the funding has been measured.

School Year	Activity How were the funds used?	Impact What was the result?	Evaluation How was the result determined?
21-22	Hired hourly tutors in all 17 elementary schools	Informal Feedback from schools indicated that the additional support helped students	Benchmark and grade level assessments
22-23	Hired hourly tutors in all 17 elementary schools	Informal Feedback from schools indicated that the additional support helped students	Benchmark and grade level assessments

Linked Artifacts:

103. Underserved Student Groups: Describe how the school system eliminates barriers and meets the needs of students who have been underserved. Consider the learning loss caused by the pandemic for specific student groups as well as groups who have been historically underserved. How will the school system minimize or prevent students from continuing to be underserved?

In elementary schools, CCPS uses the MTSS process and data to remove barriers for student achievement to include underserved populations. CCPS offers accelerated courses in middle school and honors courses in high school to all students. We proactively look at



underrepresented groups and individually consider students who would benefit from acceleration or honors courses. Each child is treated as an individual. Each school strives to assist each student's progress in math. In other words, we use an individualized approach with high expectations. As stated by MSDE's "Task Force on Achieving Academic Equity and Excellence for Black Boys", setting high expectations is one proven way to reach underrepresented groups. CCPS continues to review recommendations from this committee, while recognizing that underrepresented groups do not solely consist of black boys. One specific recommendation is that we look at discipline; secondary math does not consider past discipline records as an excluder for any student as it pertains to accelerated and honors math classes.

Linked Artifacts:

104. Leveraging the Concentration of Poverty Grant in Intervention: Districts receiving the Concentration of Poverty Grant must discuss how they utilize the grant resources to support acceleration and intervention efforts for underserved students in math. Include how the school system evaluates the effectiveness of its efforts.

CCPS has four schools (Thomson Estates Elementary, Gilpin Manor Elementary, Holly Hall Elementary, and Elkton Middle) that receive funding through the Concentration of Poverty Grant. Each of the Concentration of Poverty Community Schools must complete a needs assessment to address the on-going needs of their most at-risk students. Through the needs assessment process which includes data acquired through school-based assessments, data acquired through Panorama surveys of students, staff, and families, beginning of school year data, end of school year data, and summer school data; Community Schools allocate a portion of their funds to intervention and remediation and staffing to facilitate intervention efforts.

The evidence-based efforts come in the form of after school intervention and tutoring during the school year and summer school programming and tutoring beyond the school year. Staffing is in the form of teaching staff and tutors who facilitate small group and individual instruction, as well as school day and extended day tutoring and summer intervention. The effectiveness of these programs will be measured by DIBELS and Lexile data indicating student outcomes. Increased student math achievement will be indicated by higher math formative assessment scores and higher MCAP Math scores.

The Concentration of Poverty Grant (COP) schools can offer more math intervention program options as the COP Per Pupil funding becomes active at more of our schools. This will be of paramount importance as the ESSER funding for interventions and tutors dissipates in the near future.

Linked Artifacts:

- [Holly Hall COP Plan](#)

105. Family Engagement in Learning: What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are identified for intervention in mathematics? Discuss how parents/guardians are notified and included in the development and implementation of individual student's learning plans.



CCPS utilizes a systemic multi-tiered system of support framework that adheres to the five core components of MTSS: universal screening, tiers of intervention that can be amplified in response to student need, ongoing data collection and continual assessment, schoolwide approach to expectations and support, and parent involvement. The last component means that parents are partners with each of our schools in making decisions about the support students receive, their progress, and any adjustments made to student services.

Parents and guardians may be contacted via phone, email, written communication, and/or invitation to participate in a collaborative meeting to determine a response to student need. Progress is shared in a variety of ways, including personal communication with the classroom teacher, intervention teacher or literacy specialist; access to the online learning management system; and/or during conferences. Resources are provided to parents to help them understand student progress and how to support students with learning at home (e.g. websites with links to resources, performance letters and reports).

Linked Artifacts:



Pillar 3, Objective 2: Keep students on track to meet CCR



106. College and Career Readiness Projections

Use the following tables to indicate the number of current and projected students who will meet the interim standard for college and career readiness (CCR) in English, math, or both by the end of 10th grade, 11th grade, and 12th grade. To be considered ready for college and career, students must meet the interim standard for both English and math. Disaggregate the information by gender, socioeconomic status, race/ethnicity, and service group.

**Table 1: 10th Grade Students Meeting the Interim Standard for College and Career Readiness
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

	2021-2022 (Class of '24)			2022-2023 (Class of '25)			2023-2024 (Class of '26)		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)	643	246	224	773	328	295	931	438	400
All Students (Percentage)	62%	23%	21%	66%	28%	25%	70%	33%	30%
% Female	68%	23%	22%	70%	26%	25%	72%	30%	30%
% Male	50%	22%	20%	55%	25%	24%	60%	30%	30%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	47%	11%	9%	50%	13%	13%	53%	15%	15%
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Asian	64%	27%	27%	68%	32%	32%	72%	37%	37%
% Black/African American	43%	10%	9%	47%	13%	12%	52%	16%	16%
% Hispanic/Latino	39%	<=5%	<=5%	41%	6%	6%	44%	10%	10%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Two or More	58%	17%	15%	62%	20%	20%	66%	23%	23%
% White	63%	26%	24%	67%	29%	27%	70%	33%	30%
% English Learner	15%	<=5%	<=5%	18%	6%	6%	21%	8%	8%
% Special Education	11%	<=5%	<=5%	13%	6%	6%	15%	8%	8%

Linked Artifacts:



106. College and Career Readiness Projections

Table 2: 11th Grade Students Meeting the Interim Standard for College and Career Readiness Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022 (Class of '23)			2022-2023 (Class of '24)			2023-2024 (Class of '25)		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)	500	348	255	700	280	290	820	360	320
All Students (Percentage)	47%	32%	23%	65%	25%	25%	70%	30%	27%
% Female	58%	31%	22%	70%	25%	24%	72%	28%	28%
% Male	50%	32%	24%	53%	24%	22%	57%	27%	27%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	45%	19%	13%	50%	13%	11%	52%	15%	15%
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Asian	64%	79%	43%	66%	29%	29%	70%	35%	34%
% Black/African American	34%	13%	11%	45%	12%	11%	49%	15%	14%
% Hispanic/Latino	47%	20%	15%	41%	6%	6%	43%	8%	8%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Two or More	54%	24%	16%	60%	19%	17%	64%	22%	22%
% White	57%	35%	26%	65%	28%	26%	69%	31%	29%
% English Learner	NA	14%	<=5%	17%	6%	6%	20%	8%	8%
% Special Education	22%	<=5%	16%	13%	6%	6%	15%	8%	8%

Table 3: 12th Grade Students Meeting the Interim Standard for College and Career Readiness Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022 (Class of '22)			2022-2023 (Class of '23)			2023-2024 (Class of '24)		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)	NA	NA	NA	550	382	275	740	305	300
All Students (Percentage)	NA	NA	NA	50%	35%	25%	68%	28%	28%
% Female	NA	NA	NA	60%	34%	24%	72%	28%	28%
% Male	NA	NA	NA	52%	35%	26%	55%	27%	27%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	NA	NA	NA	47%	21%	15%	52%	15%	13%
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Asian	NA	NA	NA	66%	81%	45%	68%	31%	31%
% Black/African American	NA	NA	NA	36%	15%	12%	47%	14%	13%
% Hispanic/Latino	NA	NA	NA	48%	22%	17%	43%	8%	8%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Two or More	NA	NA	NA	56%	26%	18%	62%	21%	19%
% White	NA	NA	NA	59%	37%	28%	67%	30%	28%
% English Learner	NA	NA	NA	<=5%	16%	6%	19%	8%	8%
% Special Education	NA	NA	NA	24%	6%	18%	15%	8%	8%

Linked Artifacts:



3.2.3: LEAs shall create and implement a 9th grade student tracker system to measure progress toward on-time graduation and report data annually to MSDE



107. Freshmen on Track Projections

A freshman who is on track to graduate:

- Earns at least five credits at the end of the 9th grade year,
- Fails no more than one semester of a core course, and
- Attends school more than 90% of the time.¹

Using these criteria, indicate in the table below the current and projected number of students who are on or off track to graduate. In tables two through four, provide current and projected numbers for each of the on-track criteria individually. All tables should disaggregate the information by gender, socioeconomic status, race/ethnicity, and service group.

Note: This data does not take the place of previous submissions related to 9th graders on track to graduate as individual LEAs may have used locally established criteria.

**Table 1: 9th Grade Students on Track to Graduate
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

On/Off Track to Graduate	2021-2022		2022-2023		2023-2024	
	On	Off	On	Off	On	Off
All Students (Number)	681	439	780	420	840	360
All Students (Percentage)	61%	39%	65%	35%	70%	30%
% Female	59%	41%	63%	37%	65%	35%
% Male	63%	37%	67%	33%	65%	35%
% Nonbinary	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	38%	62%	42%	58%	45%	55%
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA
% Asian	NA	NA	NA	NA	NA	NA
% Black/African American	48%	52%	52%	48%	55%	45%
% Hispanic/Latino	64%	36%	68%	32%	70%	30%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA
% Two or More	65%	35%	69%	31%	73%	27%
% White	62%	38%	66%	34%	65%	35%
% English Learner	61%	39%	65%	35%	65%	35%
% Special Education	43%	57%	47%	53%	48%	5%

¹The On-Track Indicator as a Predictor of High School Graduation. Elaine M. Allensworth. Consortium on Chicago School Research at the University of Chicago. 2005. <https://consortium.uchicago.edu/sites/default/files/2018-10/p78.pdf>



107. Freshmen on Track Projections

Table 2: 9th Grade Student Credit Accumulation (Total Credits)
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

Number of Credits	2021-2022			2022-2023			2023-2024		
	0-4	5	6+	0-4	5	6+	0-4	5	6+
All Students (Number)	63	23	1034	60	12	1128	60	12	1128
All Students (Percentage)	6%	2%	92%	5%	1%	94%	5%	1%	94%
% Female	5%	1%	94%	5%	1%	94%	5%	1%	94%
% Male	6%	3%	91%	5%	1%	94%	5%	1%	94%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	4%	2%	94%	3%	1%	96%	3%	1%	96%
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Black/African American	10%	5%	85%	8%	4%	88%	7%	3%	90%
% Hispanic/Latino	7%	1%	92%	5%	1%	94%	5%	1%	94%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Two or More	5%	2%	93%	5%	1%	94%	5%	1%	94%
% White	5%	2%	93%	5%	1%	94%	5%	1%	94%
% English Learner	65	6%	88%	5%	5%	90%	5%	5%	90%
% Special Education	19%	5%	76%	17%	5%	78%	15%	5%	80%

Table 3: 9th Grade Student Semester Course Failure (Core Courses Only)
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

Number of Courses	2021-2022			2022-2023			2023-2024		
	2+	1	0	2+	1	0	2+	1	0
All Students (Number)	133	76	911	120	84	996	120	84	996
All Students (Percentage)	12%	7%	81%	10%	6%	84%	10%	6%	84%
% Female	12%	6%	82%	10%	6%	84%	10%	6%	84%
% Male	12%	8%	80%	10%	6%	84%	10%	6%	84%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	10%	3%	87%	10%	3%	87%	10%	3%	87%
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Black/African American	43%	56%	1%	40%	54%	6%	35%	50%	15%
% Hispanic/Latino	36%	45%	9%	34%	43%	23%	30%	40%	30%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Two or More	34%	41%	25%	32%	39%	29%	30%	35%	35%
% White	11%	14%	75%	10%	10%	80%	10%	10%	80%
% English Learner	17%	0%	83%	15%	2%	83%	15%	2%	83%
% Special Education	21%	8%	71%	19%	6%	75%	15%	5%	80%



107. Freshmen on Track Projections

**Table 4: 9th Grade Student Attendance Rates
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

Attendance Rate	2021-2022		2022-2023		2023-2024	
	≤ 90%	91%+	≤ 90%	91%+	≤ 90%	91%+
All Students (Number)	409	711	420	780	396	804
All Students (Percentage)	37%	63%	35%	65%	33%	67%
% Female	39%	61%	35%	65%	33%	67%
% Male	34%	66%	32%	68%	30%	70%
% Nonbinary	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	28%	72%	26%	74%	24%	76%
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA
% Asian	NA	NA	NA	NA	NA	NA
% Black/African American	47%	53%	45%	55%	43%	53%
% Hispanic/Latino	33%	67%	31%	69%	30%	70%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA
% Two or More	33%	67%	31%	69%	29%	67%
% White	36%	64%	34%	66%	32%	68%
% English Learner	28%	72%	26%	74%	24%	76%
% Special Education	52%	48%	50%	50%	52%	48%

Linked Artifacts:

108. Freshmen on Track to Graduate: Discuss the LEA's plans to ensure all freshmen are on track to graduate. Discuss related challenges and the strategies the LEA will leverage to increase the number of freshmen who are on track to graduate.

All incoming ninth-grade students and families will attend a Freshman Orientation Night prior to the school year. During that meeting, the principal and school counselors will stress the importance of earning credits to be promoted to the next grade and staying on track to graduate. At all CCPS high schools, there is a Freshman Academy structure in place. The Freshman Academy is a program set-up to reduce ninth-grade retention rates and increase ninth-grade academic success. Students are scheduled on Freshman Academy teams in a supportive environment. Within this structure, Freshman Academy teachers provide ongoing progress monitoring through weekly meetings. Freshman Academy teachers can address concerns and problem-solve to ensure students meet academic success in their freshman year. CCPS also has created a graduation tracker to monitor students' academic progress by marking period. Students who have failed one or more core courses in English, Math, Science, Social Studies, or World Language will be identified and provided with support. School counselors and building administrators will meet with these students to create a plan moving forward. The plan



will include teacher/classroom support, parent involvement, and tutoring after school in Twilight School.

Some of the challenges:

- The student's availability for after school support in Twilight School
- Meeting with each student during the school day to discuss a plan
- Motivating students to pass each marking period
- Students not attending school on a regular basis

Solutions to address challenges:

- CCPS will provide transportation for Twilight School
- CCPS will schedule a specific time to meet with students that do not interfere with academic learning
- CCPS staff will building a positive relationship with students and encourage them to try their best
- CCPS will involve Pupil Personnel Workers to assist in getting students to attend school on a regular basis

Linked Artifacts:

Pillar 3, Objective 3: Implement CCR pathways

3.3.1: LEAs provide a CCR support pathway that allows all students who are not CCR by the end of 10th grade to graduate high school CCR

[\(Blueprint Requirement \(MD Code, Educ §7-205.1\)\)](#)

Intervention Programming and Support

109. Services and Support: Describe the individualized services, support, and instruction the school system will provide students who did not meet the CCR standard on time, including culturally responsive lessons, project-based and problem-based pedagogy, and/or varied instructional timing.

Examples may include:

- *Developing CCR support courses in English language arts and mathematics that students are concurrently enrolled in while taking grade level, credit-bearing courses*
- *Instituting a CCR support tutoring program embedded in the school day or through an extended day model*
- *Leveraging elective courses to reinforce CCR skills*



CCPS will leverage Advancement via Individual Determination (AVID) strategies to meet the needs of students who have not met CCR. Within AVID there are various lessons focused on culturally responsive teaching as well as problem-based pedagogy using W-Writing, I-Inquiry, C-Collaboration, O-Organization, R-Reading (WICOR) strategies. Implementing AVID structures and strategies into all curriculums will ensure that students receive Tier 1 evidence-based instructional strategies throughout the county.

CCPS uses tutoring after school in an extended-day model for students called Twilight School. Students who have yet to meet CCR status can receive tutoring support through the Twilight School program. CCPS also will institute a tutoring program through AVID, whereas high school seniors push into AVID elective courses at the middle and high school levels to provide tutorials.

During the 2024-2025 school year, CCPS will examine the feasibility of offering Algebra 1 as a year-long everyday course offered to some students in the 9th grade who need additional support. The feasibility will also include similar options for English 10. CCPS may consider a change in the master schedule to a semester block rather than an A/B block to allow for more dual enrollment options.

Linked Artifacts:

110. Student Support Pathways: Discuss how the school system will design student support pathways to ensure students meet the CCR standard prior to graduation while also meeting graduation requirements. Provide examples of support pathways that include required high school coursework as well as needed CCR support. In developing pathways, consider:

- Students who may not meet the CCR standard in one or more subject areas
- Opportunities for students to access support during the school day, after school, in the summer, and/or through a fifth year of high school
- Pathways to provide students with access to post-college and career readiness opportunities such as CTE and dual credit while still working to meet the CCR standard

Note: See MSDE's Report: College and Career Readiness Roadmap to Implementation, Version 2 (August 2022) as a reference.

CCPS will provide support pathways for students to earn CCR prior to graduating high school. In middle school, three groups of students will be identified using MCAP data from grades 3-5:

- Students who may not meet CCR requirements for math
- Students who may not meet CCR requirements for ELA
- Students who may not meet CCR requirements for Math and ELA

These students will receive tutoring and tier 2 support for CCR during the middle school revisit period in preparation for high school MCAP, Algebra 1 and English 10.

Examples: Students who do not achieve CCR in high school may receive the following supports and services:



Do Not Meet CCR in Math and ELA	Do Not Meet CCR in ELA	Do Not Meet CCR in Math
English 11	Consider dual enrollment for Statistics or Precalculus Consider AP Statistics	Consider dual enrollment for ENGL 101
CAS	An academic literacy class for students in ELA 11. This may be a half-credit beginning SY25.	Content specific support in the next sequential math class. Content would be aligned with the reassessment. Embed the CCR supports into the curriculum.
Support Hall	English 11	SAT-Math prep class. This would be an additional class for students.
Provide tutoring before or after school or virtual.	Elective	Aligning curricular math supports to the existing support hall and study seminar courses.
Starting SY25, consider a separate course designed to prepare students for CCR test in Algebra 1 and ELA 10. This would be a concurrent support class. This may be a half-credit beginning SY25.	English 12- an opportunity to earn a voucher for ENGL 094 at Cecil College	Leverage BVP as an option for synchronous/ asynchronous support during the school day or after school

- CCPS will increase the number of apprenticeships for every CTE program and add apprenticeship coaches as support.
- Explore college courses that could designate students as CCR.
- Students who do not meet their graduation requirements in four years can complete a fifth year to graduate and achieve CCR.
- CCPS will enroll students in Khan Academy and go through their SAT prep course as opportunities for support or using a vendor, such as www.fevtutor.com.
- Explore whether students in the Support Track who take AP English or college-level English can obtain CCR by passing those courses.
- Explore using current CCPS teachers as adjunct Cecil Professors to increase the number of Cecil college offerings in the Home School.
 - CCPS will offer summer school for an academic literacy class and math intervention to support students in obtaining CCR.
 - CCPS will use extended day options in Twilight School to support students in obtaining CCR.
 - Students who have not met CCR may still access CTE programs. Supports for meeting CCR will be embedded in a student's other courses and through after-school and summer school options.

Linked Artifacts:



111. Reassessment Opportunities: How will the school system ensure students have ongoing opportunities for CCR reassessment throughout 11th and 12th grade?

Students who have not met CCR will be reassessed on the following assessments:

- Students will be reassessed in math by taking the SAT.
- Students taking the support courses in ELA 11th and 12th grade will be assessed on the same schedule as other students taking the MCAP assessments the following year.
- In English 12, students can earn a voucher to place into credit-bearing English courses at Cecil College. This class was developed in collaboration with Cecil College, and CCPS has a monitoring system in place.

Linked Artifacts:

112. Partner Institutions: The Blueprint requires school systems to collaborate with institutions of higher education, particularly community colleges, to develop and implement a program of study in the 11th and 12th grade for each student who has not demonstrated progress in meeting the CCR readiness standard by the end of 10th grade. Identify the organizations the school system will partner with and describe how it will work with partners to accomplish this, including the evaluation of implementation and ongoing revision to ensure student success.

CCPS and Cecil College currently have a positive collaborative working relationship. Through this partnership, CCPS and Cecil College will develop and implement a program of study to improve student's CCR status, which will include:

- CCPS will expand the opportunities for students to take dual enrollment courses through Cecil College. Dual enrollment courses will be offered at Cecil College campus and at high schools.
- CCPS will explore Cecil College's curriculum for their developmental course offerings and make adjustments to CCPS curriculum as needed. This information will be used to develop a program of study for 11th and 12th grade students who have not demonstrated progress in meeting CCR.
- In partnership with Cecil College, CCPS will explore opportunities to use current CCPS teachers as adjunct Cecil College Professors if the need arises due to the lack of Cecil College instructors.
- Throughout the school year 2023-2024, CCPS will evaluate our partnership with Cecil College as it pertains to student outcomes, course offerings, and student achievement. Revisions and course corrections will be made along the way.

Linked Artifacts:

Individualized College and Career Readiness Plans

113. Individualized Plans: Describe how the school system will develop an individualized College and Career Readiness Plan for each student who has not met the CCR standard by the end of 10th grade. What are the key components of the plan? When and how will it be customized for each student? Discuss inclusion and considerations for student service groups such as Special Education, English learners, and Economically Disadvantaged.



CCPS has identified the following as key components of an Individualized College and Career Readiness Plan:

- A student's current CCR status, demographic information, and desired CCR pathway
- Contact information of the staff member who will be monitoring the student's plan
- Interventions being offered, which include-
 - Twilight, creative scheduling, Career and Academic Seminar class (a course offered to students with disabilities), summer school, and intervention programs
- Staff member and or team that is implementing specific interventions and tracking the student's participation
- Home and school collaboration to develop the student's plan
- The communication of the timeline and duration of the interventions being provided/offered
- Anticipated retesting/evaluation dates

CCPS will also develop Individualized College and Career Readiness Plans for each student with considerations for student service groups:

- **All Students**
 - CCPS will identify students in 7th and 8th grade through MTSS to be ready for 9th grade with targeted interventions in middle school to prepare for high school.
 - For all students entering 9th grade, counselors may create a graduation plan with anticipated coursework/CCR pathway based on the student's interests and goals. Individual plans could be adjusted with appropriate interventions and/or courses for remediation to achieve CCR status.
 - School counselors will review and discuss support and pathways options for students who are not CCR by 10th grade.
 - Each school will work to identify teachers and administrators assigned students to monitor individual College and Career Readiness Plans (CCR Team).
- **Special Education**
 - For students receiving special education services, the IEP team may explore incorporating a CCR Readiness Plan into the IEP transition plan. The IEP Team also may explore aligning the transition plan with interventions to address a student's needs to achieve CCR status, specifically at least one transition activity once a student is identified as non-CCR.
 - Students receiving special education services may be enrolled in Career and Academic Seminar class with focused support on MCAP. The IEP team will develop and monitor the plan.
- **English Learners**
 - English learners' teachers will work with EL students to develop a CCR plan that is tailored to the student's needs and wants. An essential part of the plan will include ongoing case management and communication between home and school in the language spoken at home. The use of Language Line will be instrumental to translate the individual plan.
 - EL students will receive support in an ESOL class.
- **Economically Disadvantaged**
 - To support students, CCPS will utilize Pupil Personnel Workers and School Resource Teachers to assist in transporting families to the school as needed. School counselors will inform parents of the resources and supports available to their student free of charge.
 - CCPS will identify barriers/challenges related to students who are economically disadvantaged and find workarounds to support their needs, such as providing resources in the community.



Linked Artifacts:

114. Teacher Support and Student Monitoring: How will the school system monitor student progress using their individualized College and Career Readiness Plans? Identify the team of individuals responsible as well as the process they will use for monitoring, including:

- Identifying individual teachers to lead and facilitate teams,
- Training and support provided to teachers, and
- The process for revising the plan in response to a student's individual needs.

CCPS will create a College and Career Readiness Team to monitor student's progress in obtaining CCR status. CCR Team will include the following staff members: Department chairs (lead teachers), ELA and Math teachers, school counselors, administrators, special education case managers, and special education building coordinators. There will be professional development provided to staff on interventions (i.e., Envision, Tier I instruction, literacy strategies), the MTSS team/process, and how to use Performance Matters to gather appropriate data. CCPS also will provide teachers with additional planning time (data days) to analyze data associated with CCR.

- Instructional Coordinator for Assessment and Accountability will provide a list of Tier 2 (students without disabilities who do not achieve CCR) and tier 3 (students with disabilities who do not achieve CCR) to schools.
- CCR Team will have regular meetings utilizing baseline information regarding CCR requirements and continue to provide teachers with information regarding how to support students in their CCR pathways.
 - Use MAPs scores as indicators for monitoring student growth.
 - Include CCR pathway in Performance Matters. Additionally, students' test scores and grades will be populated to update students' CCR plan
- CCR Team members will be assigned groups of students to monitor and support throughout the school year.
- Counselors will meet with students yearly and adjust potential CCR plans according to their progress.
 - IEP teams could discuss at Annual Review meetings student CCR progress.

Linked Artifacts:

115. Family Engagement in CCR Success: What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are still struggling to meet the CCR standard in 11th and 12th grade? Discuss how parents are notified and included in the development and implementation of students' College and Career Readiness Plans. What resources will the school system share with families, including resources from public and private agencies?

CCPS will communicate with families and engage them in assisting their students in meeting CCR. Below are some of the ways CCPS will communicate and collaborate with parents regarding their student:



- Parents will be invited to participate in developing the student's individual CCR success plan. (i.e., via letter, phone call) and be given a copy of the completed CCR plan for review/feedback.
- Schools will arrange a parent conference (via phone, zoom, or in-person) to discuss a plan of action for students struggling to meet CCR.
- Cecil County School of Technology and the 5 comprehensive high schools hold open house nights and parent-teacher conferences to provide opportunities for families to explore programs and educational opportunities related to post-CCR pathways.
- CCPS will create an online experience that offers descriptions and requirements for courses with program highlights and pathways.
- CCPS will share information at the elementary and middle school level because of a higher parental engagement.
- At the secondary level, brochures and announcements regarding CCR supports, and pathway options will be made available to families.
- CCPS publishes an Education Planning Guide each year to help students and families understand College and Career Readiness Pathways and courses offered. Parents are included in the scheduling process at the high schools. Each high school offers a scheduling night session to review courses and pathways.
- Parents will be informed about opportunities at Susquehanna Workforce Network and Cecil College.
- CCPS will add CCR status to a student's report card

Linked Artifacts:

3.3.2: Each high school offers post-CCR pathways to all CCR students in grades 11 and 12 to earn early college credits and career and technical education (CTE) credentials at no cost to the student or the student's parents, including the cost of any fees

[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)

Exploring Post-CCR Pathways

116. Post-CCR Exploration Activities: Describe the activities the school system will use to ensure all middle and high school students are aware of the post-CCR pathways, including career counseling. What experiences will students have to explore and engage in college and career activities that will help them choose the best post-CCR pathway for them? How will the school system ensure:

- Students have experiences that are individualized based on their interests,
- Students have ample opportunities to explore their options firsthand before they must choose a post-CCR pathway,
- Parents/guardians are included in the process, and
- Students who have not met the CCR standard can access post-CCR pathways?



Examples may include:

- *Experiences designed to connect students with real-world opportunities such as college and career fairs, guest speakers, field trips to visit different types of institutions of higher education and workplaces across a multitude of industries*
- *Programs to facilitate mentoring, college-bound advising, and career counseling*
- *Specialized coursework in middle school to explore career clusters and practical life skills such as financial literacy, effective organization and study skills, communication and conflict resolution, etc.*

Students will have multiple opportunities to explore careers in middle school. This would start with Naviance and virtual job shadowing. Set up shadowing experiences with older students who are already in the AP/Dual enrollment/CTE classes. Schools will share the date of the scheduling nights that may include a family dinner. CCPS may have AP teachers create a video of the course to show students and families.

Each high school will schedule an Education Planning Guide meeting with students and parents to go over the post CCR pathways and course offerings. CCPS will utilize the new Career Counselors through the Susquehanna Workforce Network to support students with career counseling at the middle and high school levels. Students will take a survey on Naviance to explore career options. Additionally, each school will visit the Cecil County School of Technology (CCST) to learn more about CTE program options. CCST teachers also will visit home schools to present to students regarding programs. Provide more information to middle school students/parents on CCST regarding the CTE programs available to students. Students will have the opportunity to shadow a post CCR pathway, such as AP and dual enrollment courses, even if they have not met the CCR standard.

Students who have not met the CCR standard can access post-CCR pathways. Students will receive support as they enroll in a dual enrollment course and or a CCST program.

- College/Career counseling will help support getting info out to students and families. Possibly provide workshops/professional development for families, create FAQs, etc.
- Career counselors will push into high school classes to work with students during the school day.
- Tour Cecil College campus and technical programs or career opportunities (Aberdeen Proving Grounds career fairs, etc.) within the area.

Linked Artifacts:

117. Career Counseling: Discuss the key components of the career counseling program and how activities and support will be aligned to a student's educational and career goals. Identify the role(s) responsible for providing the career counseling and the type of training and support the LEA will provide. Describe how the LEA will collaborate with local workforce development boards and community colleges to develop the career counseling program.

Note: Include the Local Career Counseling Agreement established by the LEA, community college, local workforce development board, and, if appropriate, an American Jobs Center as a linked artifact.



CCPS is partnering with Cecil College, and the Susquehanna Workforce Network (SWN) to offer career counseling to students at the middle school and high school levels. The SWN is currently in the process of hiring career coaches to support student career exploration in each of our schools. A huge part of the program will include Naviance and virtual job shadowing options. The career counselor will also be very instrumental in supporting apprenticeship opportunities for students in CTE programs.

Linked Artifacts:

- [Career Counseling Draft MOU with SWN and Cecil College](#)

College Preparatory Programs

As indicated in the statutory reference at the top of this section, the Blueprint requires students to have access to at least one of the college preparatory programs listed below. Access refers to a student's ability to participate in college preparatory programs regardless of where they live and should be considered when planning for initial or expanded programming.

- International Baccalaureate (IB) Diploma Programme
- Cambridge AICE Diploma Program
 - A comparable program consisting of Advanced Placement courses specified by the College Board

In this subsection, LEAs will have the opportunity to describe their current offerings as well as those planned for future implementation.

118. IB Diploma Programme: Describe the LEA's current and anticipated IB Diploma Programme offerings. Describe the challenges associated with implementing an IB program or launching a new one. Discuss how the LEA will overcome the challenges identified.

Cecil County Public Schools does not offer an IB Diploma Programme

Linked Artifacts:

119. Cambridge AICE Diploma Program: Describe the LEA's current and anticipated Cambridge AICE Diploma Program offerings. Describe the challenges associated with implementing a Cambridge program or launching a new one. Discuss how the LEA will overcome the challenges identified.

Cecil County Public Schools does not offer a Cambridge AICE Diploma Program

Linked Artifacts:



120. Advanced Placement (AP) Program: Describe the LEA's current and anticipated Advanced Placement offerings, including the AP Capstone Diploma Program. Describe the challenges associated with implementing an AP program or launching a new one. Discuss how the LEA will overcome the challenges identified.

Currently, AP courses are offered at all CCPS comprehensive high schools. Not all AP courses are available at every CCPS high school. Some AP courses are available as a virtual option and taken in a classroom setting during the regular school day. Students also may choose to take AP courses not offered at their local high school at a different school in the county.

Art History Biology Calculus AB Calculus BC Chemistry Computer Science A Computer Science Principles English Language & Comp English Literature & Comp Environmental Science	French German Government & Politics Human Geography Macroeconomics Microeconomics Music Theory Physics I Physics 2 Physics C	Psychology *Research *Seminar Spanish Language & Culture Statistics Studio Art US History *Anticipated Course
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CCPS will explore AP Capstone Diploma or the AP Seminar and Research Certificate as an option for students. To meet the requirements for this option, CCPS will need to offer the AP Seminar and Research course.

The challenges associated with implementing an Advanced Placement Program include:

Staffing

- Schools must determine whether a highly effective teacher will be assigned to teach an AP course instead of a support course(s) for struggling learners.
- Class sizes will get smaller for AP sections as the number of AP offerings increases, and class sizes will increase in other areas unless there is additional staffing.

Scheduling

- Smaller programming numbers due to students being enrolled in the Early College Academy and taking dual enrollment courses instead of AP courses.
- High schools with smaller student populations and smaller staff struggle to offer new AP courses

Readiness

- Sequence of courses at the middle school level may prevent students from reaching AP level courses.
- Increase staff to support students in AP courses, especially those students who have a disability.

To address issues associated with staffing, scheduling, and readiness, CCPS will leverage current staff and reimagine the current school day schedule. CCPS high schools currently implement an A/B Day schedule and may need to consider everyday year-long support for students. CCPS will also work with middle schools to evaluate how to encourage and support students from an earlier starting point to consider honors and accelerated courses. There is an



opportunity to leverage AP teachers from other buildings to teach AP virtually to students at other schools.

Linked Artifacts:

121. Recruitment for College Preparatory Programs: Discuss how the school system ensures all students know about all college preparatory opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics?

CCPS offers a variety of avenues to inform students and families about college preparatory opportunities, which includes Advanced Placement (AP) courses, Dual Enrollment courses, and CTE programs. This information is made available in the Educational Planning Guide (EPG) and shared with students and families during the school day and evening presentations and workshops.

During the school day

- School counselors visit middle and high schools to share information regarding course selection and pathways in high school that prepare students for college.
- Cecil County School of Technology (CCST) teachers are invited to present about CTE programs and post-secondary opportunities.
- Cecil College visits to inform students of college opportunities.
- Individual scheduling meetings with students for high school course selection.
- Early College Academy (ECA) presentation to 8th students.
- Explore having alumni days, where former students return and speak to students about college and their experience.
- Graduation plans are made for all students (Artifact: EPG)
- Freshman Orientation
- Increased field trips to local colleges

Evening/Family Information Opportunities

- AP Information Nights
- ECA open house
- High School scheduling nights
- Junior presentation to parents about the college application process
- CCST information nights
- College information/FAFSA nights

Student service groups will not only be a part of the during the school day information sessions, but CCPS will specifically ensure the communication of the evening family information sessions regarding college preparatory opportunities.

- Economically Disadvantaged: CCPS will arrange for transportation free of charge for families attending an information session during the evening hours as needed. Likewise, college preparatory information will be made available via video and/or slideshow presentation to families who cannot attend.
- English Learners: CCPS will offer information in Spanish for ELs and other language translations services.
- Special Education: During IEP meetings, students and parents will be informed of the college preparatory opportunities that are available to their student.



CCPS will leverage recruiting strategies such as AP Potential and Equal Opportunity School survey to target underrepresented students for college preparatory opportunities. Programing strategies are used by school counselors and administration to ensure representation of the school system's demographics. Programs such as Advanced via Individual Determination (AVID), Equal Opportunity School (EOS), and Early College Academy (ECA) help to identify, recruit, and support students within different demographics.

- School improvement plans use school demographic data to ensure courses are reflective of the demographics.
- Summer support for students to become eligible for accelerated Math and English
- Use EOS data and strategies to make sure that all demographic groups are represented.
- Students are informed of all college preparatory opportunities through Scheduling Night, Class meetings, and School Counselors pushing into classrooms.
- Professional Development for teachers focused on mindset and grit.
- AP Bootcamp or pre-AP workshops for students focused on mindset, grit and managing workload.

Linked Artifacts:

122. Enrollment and Support in College Preparatory Programs: Describe how students access the above named college preparatory programs, including the process for entry. How does the school system ensure:

- a. Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- b. Students are not limited from participating based on proximity to programs or scheduling challenges, and
- c. Students have the necessary support to participate and successfully earn college credits and diplomas?

Students have access to college preparatory programs, such as Advanced Placement, Dual Enrollment, AVID, ECA, and CTE programs.

- Advanced Placement courses are open to all students regardless of CCR status. Students with an interest and desire to enroll in this college preparatory program option can do so during their individual scheduling conference with a school counselor.
- Dual Enrollment is open to juniors and seniors that meet prerequisites in the draft MOU (see artifact).
- For AVID, there is an application process at each grade level, where students can apply to enroll in an AVID elective course. The selection process involves special consideration to be given to students who will be first-general college students. College and Career Readiness status is not involved in determining student eligibility to participate in AVID.
- Early College Academy is targeted to students that completed Algebra I in eighth grade and achieve a 3.0 GPA. Eligible students are encouraged to apply to the program.
- CTE programs are open to all students starting in ninth grade regardless of CCR status. Students with an interest and desire to enroll in a CTE program can do so during their individual conference with a school counselor.



CCPS offers college preparatory programs at all high schools. Eligible and interested students who are accepted into a college preparatory that is not offered at their school may have access to participate under the following conditions:

- Student/parent may request a boundary exception to transfer schools
- Provide a virtual learning option
- Student may travel to the school for the course
- Provide transportation to Cecil College for Dual Enrollment courses
- Provide transportation to the Cecil County School of Technology for CTE programs

Each student meets individually with the school counselor to identify and discuss course options. CCPS will support students in a variety of ways by enrolling students into a Career and Academic Seminar (CAS)/ Support Hall/ or an advisory class for non CCR students that want to participate in college preparatory programs. This will be placed within the schedule to accommodate both juniors and seniors as students progress toward earning graduation credits.

- Provide virtual options and/or asynchronous options for students who need classes.
- AVID will be a support to assist students in college-level courses. Equal Opportunity Schools will help identify students who are not enrolled in AP or dual enrollment courses but should be based on data.

In summary, there will be CCR supports embedded in courses so that students can continue to earn credits at the same time they receive support.

[Linked Artifacts:](#)

Middle/Early College and Dual Enrollment Programs

In this section, LEAs will have the opportunity to discuss the opportunities students have to earn college credit through dual enrollment. The section distinguishes between dual enrollment offerings that are available to students without participating in a middle or early college program and those that do.

123. Dual Enrollment Program: Describe the LEA's current and anticipated Dual Enrollment program, including the number of college credits available if students were to take every course offered and whether courses are completed in a coherent sequence to support a particular area of concentration. This should be exclusive of dual enrollment coursework in middle and early college high school programs. Describe the challenges associated with implementing a dual enrollment program or launching a new one. Discuss how the LEA will overcome the challenges identified.

CCPS currently allows juniors and seniors to enroll in dual enrollment courses at colleges and universities we share articulated agreements with for credit-bearing courses. Dual enrollment courses offered in high schools vary from school to school; if there is not enough student enrollment, CCPS will not teach the course. All dual enrollment courses are taught by Cecil College staff. The current student eligibility criteria includes:

- Students may apply for dual enrollment for courses offered at the college level that meet CCPS graduation requirements.
- Students must have a 3.0 GPA average when seeking enrollment during junior year and a 2.5 GPA average for senior year.
- Students are responsible for providing their own transportation to Cecil College.



CCPS anticipated Dual Enrollment (DE) program will allow juniors and seniors to enroll in DE courses with local colleges and universities we share articulated agreements with for credit-bearing courses.

To identify students for dual enrollment courses, CCPS and Cecil College will use the following criteria to determine eligibility for students taking dual enrollment classes (students must meet at least one):

- Historical grades (3.00 GPA weighted) at the end of sophomore year and/or junior year
- Final grade of B or higher in the previous course (same discipline at the honors level)
- Achieved College and Career Readiness status for Math and/or ELA defined as proficiency in Math and/or ELA on MCAP (score of 3 or 4)
- AP performance of a 3 or higher in a similar discipline course
- SAT score over 530 in Math or 480 ELA
- Or have the recommendation of the school principal and The Director of the Early College Academy to indicate adequate preparation and evidence of success in the field/course selected

Currently, the Dual Enrollment program consists of four courses offered at each of the high schools. Students can earn college credit by successfully completing an end of the year assessment. Juniors and seniors can also take courses on campus from a list of 9 pre-approved courses. They are not offered in any sequence that would support a particular concentration. This year, those courses will not transfer back to the high school transcript. Beginning in the school year 2023-2024, CCPS will offer approximately 13 courses through the dual enrollment program and these courses will allow students to earn both high school and college credit.

Current Challenges	Plan to Overcome Challenge
Funding to pay 100% of dual enrollment costs	Utilize CCR funding provided through the Blueprint; proposed updated budget to our local government officials have been kept up to date and are active members of the Blueprint Steering Committee, which results in a better understanding of the demands.
Transportation for students taking dual enrollment courses	Students will use school buses to travel to and from their courses.
College Courses meeting high graduation requirements	Cecil College staff and CCPS content specialists meet regularly to review and approve courses based on MSDE graduation requirements.
Reporting student outcomes for the high school transcript as well as for the college	CCPS and Cecil College have developed a timeline and protocol for how student



transcript	outcomes will be reported back to the LEA.
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Linked Artifacts:

- [Draft – CCPS and Cecil College Dual Enrollment MOU](#)

124. Middle and Early College High School Programs: Describe the LEA’s current and anticipated middle and early college high school programs, including the degrees offered. Describe the challenges associated with implementing a middle or early college high school program or launching a new one. Discuss how the LEA will overcome the challenges identified.

The Early College Academy (ECA) enrolls students beginning in grade 9. Successful students complete high school with a high school diploma (or its equivalent) and an Associate of Arts degree in General Studies from Cecil College.

Before their freshman year, ECA students participate in an orientation program to introduce them to academic expectations and resources available during their four years in the program. Throughout their enrollment, students are supported by tutors and advisors from Cecil College. While taking classes, students are guided through seminars and individualized advising to help them build the academic skills needed to succeed in high school and college coursework.

Currently, CCPS offers an Early College program for seniors in General Studies. This program is offered at Elkton High School and Perryville High School, two of the five comprehensive high schools. Students earn an Associate’s Degree in General Studies from Cecil College in the four-year program. The school system is researching additional AA programs to offer in the next few years to include Engineering, Computer Science, Electrical Wiring, HVAC, or educational degrees. We currently have many articulations with multiple colleges that offer these programs at our technical school.

Current Challenges	Plan to Overcome Challenge
Funding to pay 100% of dual enrollment costs	Utilize CCR funding provided through the Blueprint; proposed updated budget to our local government officials have been kept up to date and are active members of the Blueprint Steering Committee, which results in a better understanding of the demands.
Transportation for students taking dual enrollment courses	Students will use school buses to travel to and from their courses.
College Courses meeting high graduation requirements	Cecil College staff and CCPS content specialists meet



	regularly to review and approve courses based on MSDE graduation requirements.
Reporting student outcomes for the high school transcript as well as for the college transcript	CCPS and Cecil College have developed a timeline and protocol for how student outcomes will be reported back to the LEA.

Linked Artifacts:

- [CCPS Website – Early College Academy](#)

125. Recruitment for Dual Enrollment and Middle/Early College Programs: Discuss how the school system ensures all students know about dual enrollment and middle/early college opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system’s demographics? Responses should address dual enrollment and middle and early college high school programs.

CCPS markets the Early College Academy program (ECA) in numerous ways to inform students, schools, and families.

Recruitment Plans for Early College Academy Program

- Cecil College staff meet with all eligible students at the middle school to share information about the Early College Academy program
- Cecil College offers two evening events for all 8th graders and guardians to attend to discuss the Early College Academy program (Open House)
- High School counselors visit all middle schools to share information to 8th graders regarding Early College Academy programs.
- Middle School counselors will provide 5th-7th grade students’ parents with information regarding the Early College Academy program regarding the mathematics requirement for acceptance into the program
- Middle schools send information home to families through a newsletter.
- CCPS will identify first generation college students and market the ECA to those students.
- CCPS will focus on specific strategies to ensure that student service groups (Special Education, English Learners, and Economic Disadvantaged) are informed on ECA options and access to opportunities.

Recruitment Plans for Dual Enrollment Program:

- School counselors meet with students to provide information regarding dual enrollment opportunities.
- Teachers/trusted adults encourage students to take Dual Enrollment courses.
 - Equal Opportunity Schools targets students who are underrepresented in Dual Enrollment Programs
 - AVID targets students who are underrepresented in Dual Enrollment Programs
- Scheduling and information nights for parents and students



- Explore the option of Cecil College hosting a program information day at the high schools, where they provide students with details about the different college and trade paths offered at Cecil College
 - 10th and 11th graders are invited to attend their home school.
- Explore a summer ramp-up course, where students who are taking dual enrollment classes for the first time learn study skills and other skills to prepare them for college courses.
- CCPS will focus on specific strategies to ensure that student service groups (Special Education, English Learners, and Economic Disadvantaged) are informed on ECA options and access to opportunities.

Linked Artifacts:

126. Enrollment and Support in Dual Enrollment and Middle/Early College Programs: Describe how students access the dual enrollment and middle/early college programs previously identified, including the process for entry. How does the school system ensure:

- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate and successfully earn college credits and degrees?

Responses should address dual enrollment and middle/early college high school programs.

- **Students who have not met the CCR standard can participate while continuing to receive support for meeting the CCR standard**
 - If a student participates in Dual Enrollment or Early College Academy but has not met CCR, we will continue to ensure they receive support to meet the requirements to meet CCR.
 - Students who are partial CCR may take dual enrollment courses, and the school will continue to provide support in the area they are not yet CCR.
 - Twilight School is offered to support students.
- **Students are not limited from participating based on proximity to programs or scheduling challenges, and**
 - Some courses may be offered at home schools to eliminate transportation issues. Transportation also will be provided for students to take dual enrollment courses at the college.
 - The design of the schedule will be based on student requests.

Students have the necessary support to participate and successfully earn college credits and degrees.

- Students who take classes through Cecil College can access all the support services available on the college campus.
- CCPS offers a study seminar/support hall course for students.
- Cecil College offers Developmental Education courses for dual-enrolled students who have not met the requirements for certain credit bearing courses.
- Students who are not CCR can receive support in the general education class next in the course sequence. Curriculums will be adjusted to have the supports



built into the “non-honors” level courses (Geometry, Algebra 2, English 11, English 12)

Linked Artifacts:

- [Education Planning Guide – Dual Enrollment Options – page 6](#)

Aligning State Aid Funding to CCR Pathway Costs

127. The Blueprint Formula is designed to provide approximately \$1,000 per post-CCR pathway-eligible student through a combination of the State Aid CCR formula weight (~\$500) and through the State Aid Target Foundation amount (~\$500). Describe the LEA’s plan to ensure proper resource allocation to support eligible student access to an uncapped number of dual-enrollment courses at no cost to the student or the student’s family. The LEA’s plan should also ensure these funds provide for eligible student access to AP, IB, and other, post-CCR-related professional and instructional opportunities (e.g., apprenticeships, industry-recognized credentials, etc.).

CCPS has identified and budgeted students’ tuition, fees, textbooks, and transportation costs based on the previous year’s dual enrollment data for Cecil College. Additionally, funds have been budgeted to cover the financial expenses associated with AP examinations and CTE certifications/licensure tests.

Linked Artifacts:

Pillar 3, Objective 4: Provide high-quality career counseling and CTE programs

3.4.4: LEAs offer a robust set of CTE programs that allow students to earn an industry-recognized credential or postsecondary certificate, or complete the high school level of a registered apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor

128. CTE Programs: Describe the LEA’s current and anticipated CTE programs, including the factors the LEA considers when making programmatic additions and changes. Describe the challenges associated with implementing CTE programs or launching new ones and how the LEA will overcome the challenges identified and ensure:

- Alignment of CTE programming to industry needs and
- Strategic use of resources to support programs at all sites, whether that’s at all campuses, one centralized site for the school system, or a regional site implemented in collaboration with other LEAs.



CCPS has worked with MSDE to align all CTE offerings to the state programs of study. Through this process, industry needs are addressed, and we have refined the CTE offerings to reflect the needs of the local industries. These offerings include:

- Academy of Health Professionals: CCMA
- Advanced Technology
- Agricultural Sciences (CASE)
- American Culinary Federation (ACF)
- Automotive Technology
- Business, Management, and Finance
- Career Based Learning
- Cosmetology
- Construction Trades
- Diesel Technician
- Electrical Trades
- Fire Science / Emergency Medical Services
- Heavy Industrial Maintenance
- Homeland Security & Emergency Preparedness
- Hospitality and Tourism Management
- Interactive Media Productions
- IT Networking (Cisco)
- Landscaping and Horticulture Production
- Manual Machining / CNC Programming & Operations
- Plumbing / HVAC Technology
- Project Lead the Way: Biomedical Sciences
- Project Lead the Way: Computer Science
- Project Lead the Way: Pre-Engineering
- Teacher Academy of Maryland (TAM)
- Welding & Metals Technology
- Youth Apprenticeship of Maryland

Having a single school housing the CTE programs, resources are equally used for all CTE pathways. To overcome a challenge of low funding due to low enrollment numbers, CCPS will look for competitive grant funding to support professional development for CTE staff. Additionally, CCPS is pursuing partnerships with local businesses through the Youth Apprenticeship of MD to provide students with access to certain tools and resources that CCPS lacks the funding to supply.

Linked Artifacts:

- [Middle School Career Counselor Job Description - Draft](#)
- [High School Career Counselor Job Description – Draft](#)
- [CCPS Education Planning Guide](#)

129. CTE Programs by Career Cluster: Use the tables below to identify the LEA's current and anticipated CTE programs by career cluster. Indicate the number of sites where each program is offered and which programs provide students with the opportunity to complete a coherent sequence of courses, earn college credit, participate in an apprenticeship, and earn an industry-recognized credential.

Current



Career Cluster	Program Name	Number of Schools	Coherent Sequence of Courses (Y/N)	Number of college credits available	Apprenticeship (Y/N)	Industry-recognized credential (Y/N)
Manufacturing, Engineering, and Technology	Advanced Technology	6	Y	3	Y	Y
Business Management and Finance	Business, Management and Finance Marketing	5	Y	3	Y	Y
IT-Information Technology	PLTW Computer Science	5	Y	4	Y	Y
Health and Biosciences	PLTW Biomedical Science	2	Y	4	Y	Y
Academy of Health Professions	Certified Clinical Medical Assistant	1	Y	6	Y	Y
Academy of Health Professions	Certified Nursing Assistant/Geriatric Nursing Assistant	1	Y	4	Y	Y
Environmental, Agriculture, and Natural Resources	Agricultural Sciences	1	Y	6	Y	Y
Consumer Sciences, Hospitality and Tourism	Professional Cooking	1	Y	6	Y	Y
Transportation Technologies	Automotive Technology	1	Y	3	Y	Y
Construction and Development	Construction Trades	1	Y	6	Y	Y
Consumer Services, Hospitality and Tourism	Cosmetology	1	Y	6	Y	Y
Transportation Technologies	Diesel Technician	1	Y	3	Y	Y
Construction and Development	Electrical Trades	1	Y	6	Y	Y
Human Resource Services	Fire Science	1	Y	5	Y	Y
Construction and Development	Heavy Industrial Maintenance	1	Y	4	Y	Y
Human Resource Services	Homeland Security	1	Y	4	Y	Y
Arts, Media, and Communication	Interactive Media Production	1	Y	3	Y	Y
IT-Information Technology	IT Networking (CISCO Academy)	1	Y	6	Y	Y
Environmental, Agriculture, and Natural Resources	Landscaping and Horticulture Production	1	Y	4	Y	Y



Manufacturing, Engineering, and Technology	Manual Machining/CNC Programming and Operations	1	Y	6	Y	Y
Construction and Development	Plumbing/HVAC Technology	1	Y	6	Y	Y
Manufacturing, Engineering, and Technology	PLTW Pre-engineering	6	Y	3	Y	Y
Human Resource Services	Teacher Academy of Maryland	1	Y	6	Y	Y
Construction and Development	Welding and Metals Technology	1	Y	4	Y	Y
Career Research and Development	Career Research and Development	1	Y	3	Y	Y

Linked Artifacts:

Planned

Career Cluster	Program Name	Year of Implementation	Number of Schools	Coherent Sequence of Courses (Y/N)	Number of college credits available	Apprenticeship (Y/N)	Industry-recognized credential (Y/N)
Consumer Services, Hospitality and Tourism	Hospitality and Tourism Management	2023-24	5	3	3	Y	Y
Work-Based Learning	Apprenticeship Maryland Program	2023-24	6	3	3	Y	Y

Linked Artifacts:

Blueprint Requirement (MD Code, Educ §21-204)

130. Work-Based Learning and Apprenticeships: Describe how the LEA recruits industry partners and collaborates with them to create a continuum of work-based learning opportunities for students, including apprenticeships that result in students earning industry credentials. What challenges are involved in this process, and how does the LEA overcome them?

At CCPS we have partnered with the local community college and the county Chamber of Commerce to recruit businesses for new work-based learning (WBL) opportunities.



- In addition, CCPS has a working relationship with the Maryland Department of Labor to develop and recruit new youth apprenticeship partners in the local community.
- CCPS is currently drafting its MOU with the Susquehanna Workforce Network who will be promoting the Youth Apprenticeship of Maryland in our area through engagement with employers and industry leaders.
- Some challenges that we must overcome are the reluctance of businesses to complete applications to the Maryland Department of Labor and being able to work with our school A/B schedules.

Linked Artifacts:

- [Draft MOU for Career Counseling – CCPS – SWN – Cecil College](#)
- [MSDE CTE Pathways](#)

131. Industry-Recognized Credentials: Discuss the LEA's plans for increasing the number of students earning in-demand industry-recognized credentials that align to industry needs other than those discussed in the previous question. What challenges are involved in this process, and how does the LEA overcome them?

CCPS currently has 35 CTE pathways that offer an industry-recognized credential (see question 129).

We continue to face the challenge of how to support students with special education needs when preparing for the exams. None of the industry exams offer students accommodations related to a special education need. This is a challenge we continue to strive to overcome which includes providing additional experiences for students to use practice software to prepare for the exam. This approach is used specifically in the nursing program and the automotive tech program.

Linked Artifacts:

132. Recruitment for CTE Programs: Discuss how the school system ensures all students know about CTE opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics?

School Counselors meet with all students in the classroom, in small groups, and individually to review available course options. Each high school has a Scheduling Night to inform families of the options in the Education Planning Guide, especially those in the CTE field. High school counselors visit the middle schools during the school day to go over scheduling and their graduation plan. Additionally, there are individual meetings with students and families regarding CTE programs. To ensure that program participants are representative of the school district's demographics, efforts will be made to target specific groups of students (including student service groups) and families so that they have access to and knowledge of the CTE programs.

CCPS Recruitment efforts for CTE Programs:

- A commercial about our programs to showcase examples of people in the field who are from diverse backgrounds and are nontraditional examples.
- Newsletters, social media, parent nights, etc.
- Partner with English for Speakers of Other Languages (ESOL) to share information with English Learner (EL) families



- Discuss CTE options at IEP meetings with the student and parent
- Remove barriers preventing economically disadvantaged students from entering CTE
- Students are made aware of CTE programs at the high school and the Cecil County School of Technology (CCST)
- Inform the parents of course sequences that lead to certain careers and post CCR pathways
- Middle school students/parents are informed on post pathway options
- School visits to CCST to make students aware of the programs
- Career and job offerings for students in Cecil County
- CCST will offer multiple open house opportunities to middle school families in addition to the dedicated 10th-grade open house.

Acceptance into Cecil County School of Technology is based on 50% lottery selection process and 50% merit. Therefore, it helps to ensure program participants are representative of our district's demographics regardless of academic performance.

The Applied Trades Academy is a recruitment tool for CTE courses; this is an at-risk program that targets students struggling with traditional classroom learning and may benefit from a CTE program in 11th grade.

Linked Artifacts:

133. Enrollment and Support in CTE Programs: Describe how students access the above named CTE programs, including the process for entry. How does the school system ensure:

- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate in apprenticeships and successfully earn industry-recognized credentials?

CTE programs are open to all students starting in ninth grade regardless of CCR status. Students with an interest and desire to enroll in a CTE program can do so during their individual conference with a school counselor. Students not meeting CCR standards may still access CTE programs. Students will receive CCR support embedded in credit-bearing courses and through after school tutoring in Twilight School.

During 10th grade year, students may apply to the CTE programs offered at the Cecil County School of Technology. Many of the programs are competitive and there is a process for entry (see CCST Application Process artifact). Students who are accepted in a CTE program at the Cecil County School of Technology start in their 11th grade year and continue in their 12th grade (see question 132). CCPS provides transportation to students who attend the Cecil County School of Technology (CCST) for CTE programs. All CCPS high schools have a common schedule to accommodate junior and senior participation in CTE programs at CCST, which allows students access to CTE programs not offered in high schools.

Supports for apprenticeships

- CCPS will establish additional business partners for the apprenticeship program
- CCPS has added an Apprenticeship course for students to waive a portion of their school day to participate in the apprenticeship.



- CCPS will collaborate with Cecil College and Susquehanna Workforce Network to establish Career Counselors (see draft CCPS, SWN, & MOU Career Counseling artifact)

Supports for Earning industry-recognized credentials

- CCPS will provide afterschool support and study groups for students
- CCPS will provide test preparation for students prior to a licensure test/exam
- CCPS will partner with businesses to provide students with the necessary training and hours needed to earn industry-recognized credentials

[Linked Artifacts:](#)

Pillar 3: Equitable Access and Tracking

134. Progress-monitoring student performance and assigning students to groups, classes, and programs based on their achievement levels can result in tracking, a practice which can further limit educational access and opportunities for historically underserved groups and widen achievement gaps. Tracking occurs at all grade levels (Pre-K-12) and the Blueprint aims to eliminate that practice. What safeguards does the school system implement to mitigate and eliminate opportunities and occurrences of tracking at the elementary, middle, and high school levels?

In CCPS, we focus on accelerating learning for all students. Feeder collaboration occurs to review articulation and scheduling practices to ensure that tracking does not occur in our schools. Action steps are taken to eliminate opportunity gaps and address non-equitable scheduling practices. Systemic review of the data allows for a central analysis of student scheduling and results in conversations with school-based leaders to address access and tracking issues.

Academic data is reviewed three times a year. These data include iReady (both math and ELA) as well as centrally created math and ELA benchmark assessments administered via Performance Matters. Culture and climate data are reviewed twice a year. These data include attendance, referrals, and suspensions. These data displays are disaggregated by school, grade (K-12), and student group. The team can analyze the data, discuss trends, and determine action steps to address areas of growth.

Cross-departmental collaboration occurs when reviewing the data to ensure all members are part of the review and determination of action steps. Meeting members include curriculum, intervention, English learner, special education, equity, and school administration leaders.

In CTE, we ensure access regardless of CCR status and provide intervention to support student success. Ongoing data reviews including analysis of student data by subgroup is utilized to prevent opportunity gaps. CCPS staff utilize the mdctedata.org dashboard to monitor performance, technical skills and enrollment for each student group to inform goal setting and the resources needed to meet those goals.

The CCST also monitors enrollment to ensure equitable access for all students. Enrollment by subgroup when compared to the overall system data is typically within a few percentage points.

[Linked Artifacts:](#)



Pillar 3: (OPTIONAL) Proposed Regulatory Revisions and Waivers

135. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

Response here...

Linked Artifacts:

Pillar 3: Stakeholder Engagement

136. Identify the key stakeholder groups the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the College and Career Readiness Pillar. LEAs must include industry partners and institutions of higher education to increase dual credit and apprenticeship opportunities for students. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement
Special Education Citizens Advisory Committee	Focus on the Special Education subgroups and needs	Monthly
Cecil College	provide course offerings for dual enrollment and coordinate student registration. Develop alternative course offerings/options for students to have more equitable access to courses and collaborate with CCPS	Monthly
Susquehanna Workforce Network	support the CTE advisory committees, provide career coaching to middle and high school students, offer job fairs to local community	Monthly
Division of Rehabilitation Services/Developmental Disabilities Administration	Assist in providing job training and coaching, as well as transportation	Monthly
Superintendent's Citizens Advisory Committee	this group will provide a parent and community perspective	Monthly
Chamber of Commerce	Workforce projections	Monthly
Principal Advisory Committee	Provides feedback/suggestions to principals at individual schools	Monthly
Cecil County Council of Student Councils	Students provide feedback/suggestions on available programs	Monthly
Business and Education Partnership Advisory Council	Provides support from local businesses through grants and participation in CTE Advisory Group	1 time per semester



Career Technical Education Program Advisory Committee	Address the industry standards and workforce projections	1 time per semester
Equal Opportunity Schools	Identify underrepresented groups in AP/Dual Enrollment courses. Provides school-based EOS teams with training to support students	Monthly

Linked Artifacts:



Pillar 4: More Resources to Ensure All Students Are Successful

In each of the three previous Pillars, LEAs are asked to describe how they meet the needs of unique learners, including English learners and students with disabilities. In this section, LEAs will discuss the differentiated support and specific investments being made to support individual service groups. LEAs may reference prior responses as needed.



Pillar 4, Objective 2: Improve the education of English Learners (EL)

4.2.2: Implementing the English learner workgroup recommendations

137. Engagement and Communication with Multilingual Families: How will the school system share important information and engage English learner families in increasing activities to support students? Explain which strategies, including the use of family coordinators, are used and how they are employed at both the school system and school levels.

Commonly utilized methods of parent communication and involvement include:

- Telephonic and in-person interpretation
- Translation
- Bilingual facilitators
- English learner parent leadership academies
- Digital communication applications
- English learner parent outreach engagement activities

CCPS shares important information and engages English learner families in the following ways:

- Telephonic and in-person interpretation available to all CCPS staff through contracted services
- Translation services to provide system-wide and school-based translations (see linked artifact)
- Two-way translated text messaging contract with Talking Points for communicating with families of English Learners (ELs). This application is accessible to school administrators, student services resource teachers, ESOL teachers, Title I resource teachers, community school advisors and school counselors
 - Between September 2022 and February 2023, our data shows that 15,283 messages have been exchanged between CCPS staff and families
- Increase Parent engagement
 - Implement school-based, regional and district-wide family engagement events for ELs and their families (Title III funded)
 - Make volunteering in our schools accessible to families. Provide interpreters and translated resources for parent volunteer training
 - Provide interpreters for parent volunteer training
 - EL family representation on school teams (e.g., School Improvement Teams, parent-teacher associations)

To better meet the needs of our English learner families, we plan to:

- Hire one Bilingual Community School Advisor/ESOL teacher whose responsibilities would include:
 - Screen students for EL services upon receiving a Home Language Survey with two or more responses indicating a language other than English
 - Complete initial data collection and develop EL plans for new students
 - Increase family access to community services
 - Plan and implement Title III family engagement activities
 - Collaborate with Early Childhood Education (ECE) and Title I to support ELs birth to 12 and their families



- Serve a resource to schools with English learners
- Provide English language development instruction at a school with smaller number of learners
- Serve as a resource to schools with English learners and other CCPS programs
- Timelines:
 - Position announcement and hiring: Summer 2023
 - Onboarding and WIDA Screener Training: August 2023
 - Screen students for services: September 2023 - ongoing
 - Family and Community Engagement activities: Fall 2023, Spring 2024
 - ELD services: September 2023 – June 2024
- Hold parent volunteer training; provide translated resources and face-to-face interpreters
- Hold combined Title III, Title I and ECE (Judy Center) family engagement event for ELs and their families
- Implement iSpeakCCPS: Increase family awareness of language access services, Spring 2023
 - Roll out iSpeakCCPS resources for families and schools to increase awareness of language access services in FY24. iSpeakCCPS language identification displays in front offices
 - iSpeakCCPS language identification cards for families to facilitate requesting language assistance

Linked Artifacts:

- [Elementary CES Family Night 9.28.2022](#)
- [Elementary ESOL AVID Night TEES 9.27.22](#)
- [Interpreting Translating Services CCPS 2021](#)
- [Secondary ESOL Family Night 10.12.22](#)
- [iSpeakCCPS language access and identification card](#)

138. Language Acquisition and Reclassification: Describe the individual strategies and support the LEA provides to increase the number of students eligible for reclassification and ensure the level of language acquisition necessary for academic success. Include specific strategies for long-term English learners, particularly at the secondary level.

CCPS utilizes the following strategies and supports:

- WIDA aligned curriculum for English Language Development (ELD) services
 - Designed ELD curriculum that enables teachers to implement instruction using the WIDA grade level clusters for grades 2-3 and 4-5 to maximize instructional time (Summer 2022)
 - Met with Instructional Coordinators to determine cross cutting concepts (Science) or common, repeated concepts/contexts (Social Studies and ELA)
 - Created a 2-year score and sequence to alternate instruction and avoid repetition for students moving from grades 2 and 4 to grades 3 and 5
- Scaffolded content-area assessments for English Learners in science and social studies to ensure content learning, not language, is being assessed
 - Provide two assessment versions for English learners for each content assessment to reduce language barriers and align expectations to what students can do. Assessments are identified as ELP levels: 1.0-2.4 (Beginning) or ELP levels 2.5-3.9 (intermediate) content teachers use with their students
 - 41 scaffolded assessments in science across grades K-12
 - 28 scaffolded assessments in social studies across K-12



- Provided content teachers with “think aloud” professional development videos that walk through the planning process for scaffolding and supporting assessments to address the instructional implications for student success
- Shared responsibility for the education of English learners – Collaborative planning and assessment between ESOL teachers and content teachers to ensure access to curriculum
- Employ a Multi-tiered Systems of Support (MTSS) for ELs not meeting with success see (MTSS Handbook page 11) in artifacts
 - The handbook guides school teams to gather and analyze a wider range of data to develop appropriate instruction, interventions and assessments for ELs who are not performing as expected during core instruction
 - The handbook also links to MSDE’s Guideline for Reading Instruction for ELs to support schools and staff in terms of being responsive to ELs’ linguistic and cultural backgrounds
- Provide designated ELD classes for ELs at Elkton Middle School, which enrolls a higher number of ELs in grades 6-8 (SY22, SY23)
 - Continue to look at staffing and scheduling options to improve and expand the program model to other middle schools
- Professional Development for content teachers
 - EL Plans
 - Every teacher is provided with professional learning related to their students’ EL plans; this includes key demographic information, longitudinal ELP data, annual goals, accommodations, scaffolds and supports, and performance descriptors that describe what students can do when consistently provide scaffolds and supports
 - Follow-up support provided by ESOL teacher in grade level meetings, department meetings, or 1:1 before, during or after school
- Students identified as or at risk of becoming long term English learners (LTEL) are provided additional support through high quality, school-day and extended day tutoring at 2 secondary schools
 - CCPS currently has one bilingual EL Tutor and are hiring a second tutor on March 7, 2023
 - In 2022-23, 10 students at Elkton Middle School and 12 students at Elkton High School received/are receiving tutoring support
 - The additional tutor will provide support to 7 students at Cherry Hill Middle School beginning March 8, 2023. All seven are ELs whose ELP levels, as measured by ACCESS for ELLs, have dropped significantly since 2020
 - EL tutoring is designed as a supplemental support in the general education classroom
 - Report card data indicate that 82% of ELs earned a grade of B or higher during marking period 1 of the 2022-23 school year in the class where EL tutor provided additional support
- Research the feasibility of offering AVID Excel for middle school students identified as LTELs
- Increase the number of CCPS teachers certified to teach ESOL and/or better serve ELs in their current roles
 - Pathway to ESOL Certification (FY23 Title III funding): The Pathway to ESOL Certification courses provide experienced teachers with a solid foundation of theoretical and practical knowledge of the research and best practices for educating English learners. The courses address the realities of the English Language Development teacher role while also addressing the topics covered in the ESOL Praxis. The completion of this 4 course Pathway leaves participants prepared to take on ESOL roles and to meet state requirements for passing the Praxis.
 - 19 CCPS teachers are enrolled in the pathway during the 2022-23 school year



Future strategies and supports include:

- Add scaffolded content-area assessments for English learners in secondary and elementary English/language arts to improve student access and ability to demonstrate learning
- Research scheduling options that would allow the system to offer ESOL classes to ELs in middle school, specifically for those identified as LTEL or at risk of becoming LTELs
- Provide instructional “look-fors” for English Language Development instruction and differentiated content instruction in the general education setting
- Continue to develop WIDA aligned curriculum for ELD services (Summer 2023)
- Improve and expand strategies specifically designed for ELs within the Bookworms curriculum (elementary reading curriculum) and provide PD to support teachers in leveraging these routines and practices
 - Support ELs with word meaning as they learn and develop foundational reading skills

Linked Artifacts:

- [CCPS Pathway to ESOL Certification](#)
- [ESOL Grade 4-5B MP3 Unit 1-shadows](#)
- [Inclusive and Valid Assessments for MLs](#)
- [Meeting The Needs of Our EL Learners PD](#)
- [MTSS Handbook](#)
- [Scaffolded EL Assessment Guide](#)

4.2.3: Increase per pupil funding for English learners

139. Alignment and Investment of Resources: The Blueprint provides additional aid to LEAs specifically to support English learners. Discuss how the LEA has leveraged this aid, along with other funding sources, to meet the needs of this student group, including the results of the efforts and how they will inform future actions. Describe specific examples of how the LEA will increase its investments and reallocate or realign its use of talent, time, and resources.

Examples may include:

- *Increasing the number of district or school staff to support English learners, including ESOL certified teachers*
- *Increasing training and professional development for all teachers related to the assets of multilingualism and improving academic outcomes for English learners*
- *Increasing access to high-quality school day tutoring and/or extended learning opportunities*
- *Launching dual language immersion programs where enrollment allows*

CCPS will increase investments and reallocate or realign use of talent, time and resources in the following ways:

- Increase staffing by hiring a Bilingual Community Schools Advisor (see 137 for description)
 - This position will assume all of the initial work our EL teachers do when a potential EL enrolls in CCPS. By shifting these responsibilities to the Bilingual Community Schools Advisor, the teachers will have more time to provide services to ELs and collaborate with classroom teachers. As a result, we hope to increase and improve services for ELs.



- Create an EL Instructional Cabinet to evaluate and revise existing [EL service guidelines](#) to ensure alignment with the needs of our EL population. This may include grouping ELs with similar English proficiency levels in grade level clusters such as 2-3 and 4-5. This would also align to our new English language development curriculum based on the 2020 WIDA Standards Frameworks.
- When possible, assign EL teachers to only elementary or secondary schools and assess and allocate staffing to support student needs. Special consideration may be given for the number of Newcomer ELs and/or Long Term ELs on each teacher's potential caseload.
- Routinely re-evaluate caseloads to ensure they are manageable, equitable, and provide students with an appropriate amount of access to the language instruction educational program.
- Provide quarterly opportunities for EL teachers to collaboratively plan ELD instruction.
- Increase job-embedded professional development opportunities for content/general education teachers through collaborative planning, co-teaching and co-assessing with EL teachers.
 - Ensure dedicated time is provided for collaboration between EL teachers and content teachers (e.g., Kid Talk, grade level team meetings)
 - Provide one full-day per month to EL Teachers for collaborative planning, Title III paperwork, communicating with families, and/or supporting content teachers with scaffolding instruction.
- Expand the use of Ellevation, a comprehensive EL program management platform that organizes all EL data, enables accurate reporting and supports instructional planning. CCPS has been using Ellevation for two years as a data management platform. The expanded use will focus on the instructional side of the resource.
 - Provide PD for EL teachers to build expertise in serving ELs, such as newcomers and LTELs.
 - Use Ellevation professional learning modules to provide a pathway for content teachers to earn ESOL certification and/or improve instruction for ELs.
 - Use the library of instructional activities from Ellevation that are aligned to the unique needs of students in their classes. The activities provide teachers with in-depth instructions, videos and downloads including graphic organizers, many of which are also available in Spanish.
- Collaborate with the Instructional Coordinator of Elementary English/Language Arts to provide professional development that addresses the needs of ELs as it relates to the Science of Reading and Bookworms. Particularly, we will focus on teaching the meaning of words encountered within our literacy program.

Increase high quality, school-day and extended day tutoring for students identified as or at risk of becoming Long Term ELs (See question 138 for description and data).

Linked Artifacts:

- [Survey Evaluation](#)

Pillar 4, Objective 3: Improve education for students with disabilities

4.3.1: Improve education for students with disabilities using the increased per pupil funding



140. Alignment and Investment of Resources: The Blueprint provides additional aid to LEAs specifically to support students with disabilities. Discuss how the LEA has leveraged this aid, along with other funding sources, to meet the needs of this student group, including the results of the efforts and how they will inform future actions. Describe specific examples of how the LEA will increase its investments and reallocate or realign its use of talent, time, and resources.

Examples may include:

- *Increasing the number of district or school staff serving special education students*
- *Increasing training and professional development for all teachers related to inclusion and improving academic outcomes*
- *Increasing access to high-quality school day tutoring and/or extended learning opportunities*

CCPS has leveraged Blueprint and other funding sources to better meet the needs of students with disabilities through additional leadership positions, instructional coaches, and related services providers. CCPS utilized iReady as a screening tool and provided staff with professional development on administering the assessment and using the data to inform instructional decisions for students with disabilities. CCPS has used funds to train teaching staff to provide systemic interventions in both reading and mathematics. CCPS offers a continuum of services for students based on individual need. This includes RISE B (Responsive Individualized Supportive Environment - Behavior) RISE C (Responsive Individualized Supportive Environment - Communication) and IDC (In District Classroom for Behavior).

CCPS is committed to maintaining teacher units as determined by staffing formula protocol and identifying ways to expand teaching units to keep a manageable workload for teachers while expanding opportunities for collaborative teaching models. CCPS wishes to allocate paraprofessionals and related service providers specific to Early Childhood Education, expand professional development for development of robust IEPs, intervention implementation, and data collection. The Director for Special Education Services and the Director's Cabinet will create a digital resource library for special education teachers including Specially Designed Instruction (SDI) lesson plans and activities as well as data collection tools to streamline workload.

CCPS will expand support and implementation of interventions, including materials, resources, and professional development to ensure fidelity of implementation. We will continue to target professional development for general education teachers and support staff related to behavior shaping strategies, Applied Behavior Analysis (ABA) evidence-based practices, and building independence for students with disabilities.

In terms of programming, CCPS plans to:

- Invite all special education students who qualify for ESY to summer school
- Provide guidance on the continuum of services available in elementary schools
- Expand early childhood access to intensive behavioral supports in order to provide services in the least restrictive environment.



Linked Artifacts:

- [School Behavioral Health Report IDC](#)
- [School Behavior Health Report 22-23 RISE B pg10](#)

141. Identification of Students: Discuss the systems and structures the LEA uses or will use to mitigate the opportunities for under- or over-identification of special education students, particularly as it relates to individual demographic groups.

Interventions are determined using the MTSS process as outlined below. Students whose data indicates the need for an intervention are provided access to the intervention regardless of their

Multi-Tiered System of Supports- A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based philosophy of schooling that uses data-based problem-solving to integrate academic, behavioral, and social-emotional instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need driven" decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency regardless of their race, ethnicity, gender, or socio-economic status.

- CCPS has many existing structures and initiatives that share the common elements of data-based problem-solving to inform instruction and intervention (e.g., Positive Behavior Interventions & Support [PBIS], Problem Solving/Response to Intervention [RtI], Continuous Improvement, Differentiated Instruction [UDL]). Although these initiatives share this core characteristic of data-based problem-solving, aligning them to a broad schoolwide model, like MTSS, will allow for increased efficiency and effectiveness in the areas of identification and implementation.
- Components of the CCPS MTSS process include: research-based Tier I Differentiated Instruction and Interventions, Universal Screeners for academics and behavior (i.e. Acadience and Social-Emotional Learning survey), Progress Monitoring, Data Collection, Data Monitoring, and Fidelity of Implementation.
- A Self-Assessment tool for School-based Leaders is completed that allows Administrators to self-assess the structures that are in place in their schools involving: Leadership, Building Capacity/Infrastructure for Implementation, Communication and Collaboration, Data-Based Problem Solving, Three Tiered Instructional/Intervention Model, and Data-Evaluation. One component of this tool includes a student of data-based problem solving to inform how patterns of student performance across diverse groups are addressed to ensure that ALL students are adequately performing.

Finally, the Multi-Tiered System of Supports is a framework in which evidence-based instruction and appropriate supports are provided to **all** students. When an equity lens is applied within MTSS, it can support the difficulties typically encountered in the inclusion of students who need additional levels of support or intervention. Ensuring all students engage in rigorous, grade-appropriate Tier I instruction and have access to quality, universally designed academic, behavioral, and social emotional curriculum, instruction, and learning provides equitable access within MTSS. Diversity and inclusion of all students is essential as all students are general



education students *first*. Creating strong Tier I systems of support is critical; they are supplemented by Tier II and Tier III supports, not replaced.

Linked Artifacts:

- [CCPS MTSS Handbook](#)
- [Student Services Mental Health Newsletter](#)

142. Effective Classroom Instruction: Discuss the strategies the LEA uses to ensure all teachers of special education students (general education and special education) can provide instruction effectively for this service group. Include references to Pillar 3: College and Career Readiness as needed.

Examples may include:

- D. Strategic staffing to implement a co-teaching model that allows for two teachers to share all responsibilities for a single classroom*
- E. Professional development to support all teachers in differentiating instruction effectively*
- F. Scheduling models to support collaboration and co-planning between general and special education teachers*

The following strategies are in place to further ensure all teachers of special education students provide effective instruction:

- Identifying and implementing Tier II and III supports (see linked artifact)
- Professional Development in IEP Development
- Curriculum Writing around Alternative Outcomes planning and the development of resources

Future supports and actions in this area will include:

- Providing ongoing curriculum writing opportunities throughout the school year specific to supporting students following alternative outcomes planning & resources (aligned to all areas of the curriculum)
- Building capacity of teacher leaders within each building. Special education mentors, at the building level, for new special education teachers.
- Providing opportunities for cross school planning (PLCs)
- Providing targeted professional development specific to the most significant needs of students (behavior, mental health)
- Increasing content area coaches (Literacy, Mathematics, Behavior) to support SDI (Specially Designed Instruction) planning and implementation

Linked Artifacts:

- [Intervention Flowchart](#)
- [Special Education Reading Intervention Resource](#)
- [Special Education Reading Intervention Resource Building Coordinators](#)
- [Educating Students with Disabilities](#)
- [IEP Checklist 2022 for Special Education](#)
- [Related Services Manual](#)



143. Disciplinary Data and Practices: What policies, procedures, or systems will the school system utilize to mitigate discriminatory discipline practices for special education students? What data will the school system use to monitor and evaluate disciplinary practices?

CCPS is committed to mitigating discriminatory discipline practices for special education students. The following policies and systems are in place:

- Student Code of Conduct
- School Wide Positive Behavior Intervention and Support (PBIS) system
- Multi-Tiered System of Support
- Central Support Steering Committee
- Monthly school-based department meetings to review academic and disciplinary data
- Instructional Coordinator oversight and support in special education
- Student Support Centers for students to de-escalate

Moving forward CCPS will provide ongoing professional development for general and special educators in implicit and explicit bias, restorative practices, and de-escalation strategies. Also, CCPS will explore additional positions of mental health professionals and behavior coaches and increase partnerships with contracted mental health agencies.

Linked Artifacts:

- [Code of Student Conduct](#)
- [2022-2023 Mental Health Support Providers Matrix](#)

Pillar 4, Objective 4: Provide supports for students attending schools with a high concentration of students from low-income households

4.4.1: Personnel grants are phased in through FY 2025 until grants are awarded to schools where at least 55% of students are eligible for FRPM (185% FPL)

Note: Only LEAs that are current recipients or anticipated recipients of the Concentration of Poverty Grant must complete section 4.4.1 and 4.4.2 regarding community schools.

[Blueprint Requirement \(MD Code, Educ §9.9–101\)](#)

144. Current Community Schools: Community schools are funded via Concentration of Poverty Grants, which provide funding for both personnel and additional per pupil funding and are required to have a full-time Community Schools Coordinator and access to a health care practitioner. Use the table below to list the schools that currently meet the definition of community school and provide the requested information.

School Site Code	School Name	Staffed with a Community Schools Coordinator (Y/N)	Provides Access to Health Care Practitioner (Y/N)
303	Elkton Middle School	Y	Y



310	Gilpin Manor Elementary School	Y	Y
316	Thomson Estates Elementary School	Y	Y
311	Holly Hall Elementary School	Y	Y

145. Staffing the Community School Coordinator Role: For those schools without a full-time Community School Coordinator, describe the LEA's plans for ensuring that the role of Community School Coordinator is filled for each of its community schools. Discuss the key recruitment and retention strategies used, especially those that are unique to this role.

CCPS has full-time Community School Advisors at each designated Community School. The Community School Advisor position was advertised multiple times electronically to all certificated staff members. Staff members interested and who meet the minimum requirements for the position could speak about their candidacy further with their principal or the district liaison for Community Schools. Extensive thought has gone into the hiring of the experienced teachers that CCPS has in place in the Community School Advisor roles. They had to have at least three years of successful teaching experience and have experience developing school partnerships, coordinating services for children and families, and addressing the social-emotional and environmental issues that typically interfere with students' academic performance. CCPS expects the prior experience required and the training provided will ensure that the candidates will meet the demands of the position. By being equipped to meet the job demands, our hope is that the Community School Advisor is comfortable in the position and will stay in it, which will assist in our retention efforts.

When MSDE notifies the Director of Student and School Safety, who serves as the district liaison for the Community Schools program regarding the eligibility of Community Schools and Concentration of Poverty grant funding for the upcoming school year; the district liaison contacts Human Resources personnel to coordinate the advertisement of the position(s) on our school system website under position vacancies. The applications are then provided to the district liaison after the closing date, and the liaison begins scheduling the interviews with all eligible candidates with an interview panel of four to six school system personnel to hire the Community School Advisor(s). The district liaison has developed an observation tool and annual evaluation for the CSA position so that CSA's have clear guidelines to lead their work. The district liaison also holds monthly meetings with the CSA's to provide any needed support and assistance to retain our people in this very meaningful position.

Linked Artifacts:

- [Community School Advisor Job Description](#)

Blueprint Requirement (MD Code, Educ §5-203)

146. Providing Access to a Health Care Practitioner: For those schools without access to a health care practitioner, discuss how the LEA ensures continuous access to a health care practitioner in all its community schools as described above during school days as well as extended learning time.

Cecil County Public Schools strives to hire Registered Nurses for each school in our school system. We offer competitive salary and benefits packages to RN's. Professional Development and continuing education is offered as a fringe benefit to all nursing candidates. To create a pool



of RN candidates from within, we do have Med Techs and Substitute Nurses who cover sites when absences occur. We currently have two Med Tech's who have been working with us since the COVID-19 Pandemic and are currently taking advantage of our tuition reimbursement procedure to complete their schooling and become RN's. When MSDE notifies the Director of Student and School Safety, who serves as the district liaison for the Community Schools program, regarding the eligibility of Community Schools and Concentration of Poverty grant funding for the upcoming school year, the district liaison contacts the CCPS Manager of Nursing Services to coordinate the hiring process of the health care practitioner(s) needed to fill the available position(s). The health care practitioners for our four community schools are registered nurses who are also the school nurses and work in the school's health room during school hours. If there are extended learning times sponsored by Community Schools programming, the community school nurse/school nurse is present to support the needs of the students attending the extended learning time program. The Manager of Nursing Services provides supervision, training, and regular meetings with all school nurses to provide any needed support and assistance to retain our nurses in their Community School positions.

[Linked Artifacts:](#)

[Blueprint Requirement \(MD Code, Educ §9.9–102\)](#)

4.4.2: Community school coordinators shall establish a community school and conduct a school-level needs assessments in partnership with local entities/agencies



147. Community Partnership Projections

Identify the strategic partnerships between schools, the school system, and community organizations in the areas of academics, health and social services, youth and community development, and family and community engagement. Use the table below to list existing partnerships and those the school system intends to develop with anticipated implementation dates. Partnerships should align to the needs identified through the community school needs assessments.

Examples may include:

- a. *Providing educational opportunities for adults and family members of students*
- b. *Extending or expanding learning time*
- c. *Providing enrichment opportunities for students*
- d. *Training and facilitation of Academic Parent-Teacher Teams*
- e. *Collaborative leadership strategies to build collective trust and shared responsibility*

Name of Partner	Purpose of Partnership	School(s) Served	Grade Level(s) Served	Stakeholder Group(s) Served	Existing or Planned	Implementation Date
Cecil College	Provide language course to families to learn to communicate using the English Language	Thomson Estates Holly Hall Gilpin Manor	Pre-K – 5	Parents and caregivers	Existing/Planned	Spring 2022 and Spring 2023
The Help Center	Food Bags are provided by the Help Center each Friday to send home with students	Thomson Estates Holly Hall Gilpin Manor	Pre-K-5	Students and families in need	Existing We would like to provide an opportunity to expand this program for the summer	2021-current
MD Food Bank	Provide food for schools and community	Elkton Middle	6-8; adults	Parents/Students	Existing	2022-23
The Judy Center	Provide resources, play groups, and family education	Thomson Estates Holly Hall Gilpin Manor	Families with children birth – 4	Families with children birth – 4	Existing	2020 – current
Boys and Girls Club	K – 6	Thomson Estates Gilpin Manor Holly Hall	Families needing before and after care	Parents/Students	Existing	Ongoing
YMCA	K – 5	Holly Hall	Families needing before and after care	Parents/Students	Existing	Ongoing



147. Community Partnership Projections (Continued)

Name of Partner	Purpose of Partnership	School(s) Served	Grade Level(s) Served	Stakeholder Group(s) Served	Existing or Planned	Implementation Date
Seedco	Access to medical insurance	Thomson Estates Gilpin Manor Holly Hall Elkton Middle	All	Parents/Students	Existing	Ongoing
Cecil Mediation	Attendance mediation between school and families	Thomson Estates Gilpin Manor Holly Hall Elkton Middle	All	Attendance and Social Emotional	Existing	Ongoing
Medical Resources	Medical Services	Thomson Estates Holly Hall Gilpin Manor Elkton Middle	Preschool – 8	Students	Planned	
Dental Services	Dental Services	Thomson Estates Holly Hall Gilpin Manor Elkton Middle	Preschool – 8	Students and families	Planned	
CCPS Clothing Closet	Student needs	Thomson Estates Holly Hall Gilpin Manor Elkton Middle	Preschool – 8	Students	Planned	

Linked Artifacts:

- [The Help Center](#)
- [Cecil County Judy Center](#)
- [Cecil Mediation](#)
- [Cecil Mediation Sample Agenda](#)



[Blueprint Requirement \(MD Code, Educ§5–223\)](#)

148. Consolidated Funding Plans (Required question for LEAs with 40 or more community schools): LEAs with 40 or more community schools may develop a plan in consultation with eligible schools describing how they may expend no more than 50% of the funds received from the state on behalf of the schools. Discuss whether the LEA has such a plan or intends to develop one. If available, link the plan as an artifact.

CCPS has fewer than 40 community schools

Linked Artifacts:

Pillar 4, Objective 5: Enhance student health services

4.5.1: LEAs shall employ behavioral health coordinators

[Blueprint Requirement \(MD Code, Educ §7–447\)](#)

149. Behavioral Health Services Coordinator: Identify the name and contact information of the individual(s) serving as the school system's Behavioral Health Services Coordinator.

Name	Position	Responsibilities
Kristen Lehr	Coordinator of Behavior/Mental Health Services	Development, implementation and evaluation of all behavior and mental health services and programs, grades Pre-K-12; supervises and evaluates School Mental Health Professionals; Oversees Student Support Centers and all specialized classrooms within CCPS serving students in grades K-8; Liaison to Cecil County Local Care Team and other local and regional behavior and mental health community organizations/agencies; collaborates with school-based teams to determine appropriate behavioral and mental health supports for students and families to access proactively and when in crisis

150. Appointing a Behavioral Health Services Coordinator: Describe the LEA's plans for ensuring that the role of Behavioral Health Services Coordinator is fulfilled for the school system. Discuss the key recruitment and retention strategies used, especially those that are unique to this role.

CCPS receives funding through the "Safe to Learn Act" that requires us to have the position. Retention: 12-month administrative position with fringe benefits; position allows for upward mobility and advancement opportunities into other leadership positions



Recruitment: Should the need arise to replace the person currently in the role, the best recruitment efforts include providing strong support to and professional development of the other behavior and mental health services staff (School Mental Health Professionals, Community School Advisors, Pupil Personnel Workers and Student Services Resource Teachers); someone holding one of those positions is ready and capable of stepping into this role, particularly given the shortage of mental health professionals in the region and across the country.

Linked Artifacts:

- [Coordinator of Behavior/Mental Health Services Job Description](#)

4.5.2: Each local school system develops a plan to enhance and expand school behavioral health supports

151. Supporting Students' Behavioral Health: Discuss the challenges that exist in meeting students' behavioral health needs and how the LEA overcomes these challenges. Include strategies related to funding, specialized staff, community partnerships, etc.

Behavioral health challenges affect many students and families in Cecil County and have affected the social, emotional, and behavioral skill development of many students, but especially our youngest learners. Community health data indicated Cecil County is among the highest in the state in high school students who report exposure to household mental illness, exposure to household substance use and is above the state average for reporting having someone in their household who has ever gone to jail or prison.

Additionally, Cecil County has seen an increase in domestically related crimes, the number of births of substance exposed newborns, and is among the highest in the state for mortality due to intoxication. Given the substantial number of students and families impacted by the factors mentioned, all of which are associated with behavioral health, Cecil County Public Schools is faced with many challenges in meeting behavioral health needs. The primary challenge being the sheer number of children and families impacted. In response to the growing, and alarming, needs, CCPS has implemented some novel approaches such as the addition of School Mental Health Professionals and other positions, the creation of a Behavioral Health Advisory Committee and an increase in staff professional development and strengthening community partnerships.

Challenges include:

- Lack of trained mental health providers
- Volume of student behavioral health needs
 - a. Family substance use/abuse that impacts student behavioral health, physical health
 - b. Caregiver ability to understand their child's behavior health needs and how to find resources
 - c. Poverty
 - d. Neglect
 - e. Pandemic related issues
 - i. Families navigating their work lives at home, while children are also home
 - ii. Lack of socialization with peers and adults
 - iii. Loss of loved ones
 - iv. Loss of income
- Funding to hire staff to meet the needs of students



- “Discipline first” in schools to get things settled and instruction-ready; schools dealing with immediate crisis can make it difficult to meet behavioral health needs
 - Lack of school staff understanding/awareness of student behavior/mental health
- Strategies to overcome these challenges:
- Professional development to increase school staff understanding of behavioral health needs and how to address them within the school setting
 - Additional staff (School Mental Health Professionals) who are licensed social workers who support the social and emotional needs of students in schools with high concentrations of poverty; they also provide professional development and support when specific needs arise in any school
 - Community School Advisors in Concentration of Poverty schools to connect families to tangible resources and community supports
 - MTSS
 - Life Skills/Drug Prevention Teachers provide a research-based substance abuse prevention program for students in grades 3-10
 - Expansion of athletic and extracurricular activities in middle schools
 - Community Partnerships
 - Youth Empowerment Source (YES)
 - YES Initiative for Children of Incarcerated Parents
 - STRIDE – helping youth and families assess root causes of truancy and delinquent behaviors and addressing through case management
 - My Family Matters: evening event to bring families together to identify needs of children and resources in the community to build stronger families and successful students
 - Cecil County Health Department
 - Vaccinations
 - Tobacco Cessation
 - MBT CBT-5 (Substances use/abuse screening)
 - Core Services Agency
 - Mobile Crisis
 - Sante
 - Drug Free Cecil Community Coalition
 - Neighborhood Youth Panel
 - Local Law Enforcement Agencies
 - Departments of Social Services, Juvenile Services and Parks/Recreation
 - Community Mental Health Agencies
 - Upper Bay Counseling and Support Services
 - Childrens’ Guild
 - Key Point Health, Inc.
 - Advantage Psychiatric Services
 - Bodhi Counseling

Linked Artifacts:

- [CCPS MTSS Handbook](#)
- [Integrated Student Services Framework Implementation Guide](#)
- [School Mental Health Professional Job Description](#)

152. Behavioral Health Screening: Describe how the school system screens students to identify and provide services to meet their behavioral health needs, including how it ensures services have been provided and if additional services are needed.



CCPS is seeking a universal screening tool that would assess multiple factors of behavioral health. The following data sources are utilized:

- Youth Risk Behavior Survey/Youth Tobacco Survey (data available is pre-pandemic) given to students in grades 6-12
- Social/Emotional Competency Survey (given grades 4-12); survey results populate in Performance Matters database allowing key school personnel to identify those students that may need additional social/emotional supports and/or skill building.
- Review of student discipline and relevant data through school Students Services Teams and Problem-Solving Teams (MTSS)

Case notes, meeting minutes, nursing notes, etc. serve as documentation of services provided and additional services offered, resources shared.

Linked Artifacts:

- [Social Emotional Learning Student Survey Information](#)

153. Behavioral Health Services: Discuss the behavioral health services available to students and indicate services provided directly through the school system and those that are provided through community partners and wraparound services.

Services Available through the school system include:

- Student Support Centers
- Classroom-based social skills program
- School counseling
- Life Skills/Drug Prevention Education
- Alignment of community-based resources, programs and services to support students and families in need
- Small group instruction/skill-building practice of social/emotional competencies

CCPS currently partners with five counseling providers from the community. Each of our twenty-nine schools has at least one agency therapist assigned to provide individualized therapy to students in need. Overwhelmingly, each provider's caseloads are filled. While CCPS would love to have more therapists from local agencies assigned, there continues to be a shortage of licensed mental health therapists in this area. For services provided through community partners and wraparound services, please see "Community Partnerships" in question 151.

Linked Artifacts:

- [Community Resource Guide](#)
- [Student Support Handbook](#)
- [Student Support Technician Job Description](#)

154. Family Engagement in Supporting Student's Behavioral Health: How does the LEA engage families in identifying and providing behavioral health supports for students?

CCPS engages families in the following ways:

- Parent newsletters from schools have community events around behavior and mental health, other resources;
- Family survey through panorama in high poverty schools (Concentration of Poverty Schools) in which the Community School Advisor uses data to support families with needs
- Targeted interventions around behavior/mental health - parent informed, problem solving, discuss processes, gain permission



- Targeted Case Management with School Mental Health Professionals: a parent interview is part of this process (to gain information about the child and the parent needs to support their child's behavior and mental health).
- Special Education Citizens Advisory Committee- parents are invited monthly and topics vary
- Referrals to Local Care Team so that resources can be identified and provided to families in crisis (substance abuse, mental health, behavioral health)
- PPW/Student Services Resource Teachers provide parental support to find and access services, which includes transportation to those services if needed
- Electronic Community Supports and Resources folder is kept at the district level; school personnel have access to this folder of resources and can pull them as needed for families

Linked Artifacts:

- [Local Care Team Brochure](#)

4.5.3: As part of required annual training, behavioral health coordinators in LEAs teach school staff to recognize behavioral health issues in students

Blueprint Requirement (MD Code, Educ §6-122)

155. Behavioral Health Training: How does the LEA ensure that all certificated school personnel who have direct contact with students receives behavioral health training annually? Discuss how the training is provided and the systems used to monitor completion by individual employees.

All staff in all school buildings receive training annually through a shared presentation video: "Defining Trauma and Connecting Students to Services." Content of this training includes signs of trauma, Adverse Childhood Experiences (ACES) overview, impacts of trauma in the brain, how trauma can manifest in students, impact of trauma on physical health and well-being, how and with whom to share concerns, reminders of protocols for mandated reporting and risk of self-harm protocols, building strong relationships with students. Staff complete a training verification form collected by the school principal.

School Counselors conduct child abuse/neglect training and self-harm/suicide prevention training annually to all school staff. Staff must sign off after they have completed the training, and those forms are submitted to the Student Services Department.

School Counselors and School Mental Health Professionals have participated in 7 hours of training regarding suicide prevention and self-harm. School Teams have been trained in assessing the level of threat when made to students, staff members or the school through the Navigate 360 CSTAG (Comprehensive School Threat Assessment Guidelines) course.

Linked Artifacts:

- [Staff Training Verification Form](#)



Pillar 4: (OPTIONAL) Proposed Regulatory Revisions and Waivers

156. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

Cecil County Public Schools does not need any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement our Blueprint Implementation Plan.

Linked Artifacts:

Pillar 4: Stakeholder Engagement

157. Identify the key stakeholder groups the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the More Resources to Ensure that All Students are Successful Pillar. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement
CCPS Pillar 4 Subcommittee	This subcommittee will describe how Cecil County Public Schools will meet the needs of unique learners, including English learners and students with disabilities in the form of differentiated support and specific investments made to support individual service groups	Quarterly
CCPS Central Supports Committee	The Centralized Supports Committee will discuss students who require an intensive level of academic, behavioral, or functional support for which the school-based team believes all resources have been exhausted within the student's school setting. The committee will review student specific interventions and data to develop recommendations for resources or supports which may be appropriate for school-based teams to consider. Resources may include human resources, consultation with specialized staff, increased services, access to specialized classrooms, or collaboration in developing student-centered plans to address the student's unique academic, behavioral or functional needs.	Bi-weekly
CCPS School Level Student Services/MTSS Teams	Cecil County Public Schools seeks to enhance understanding of how to support students through equitable, proactive, culturally responsive, and trauma-informed practices; with the understanding that all students are capable of learning, but some will require additional layers of support and intervention in order to be successful. CCPS Multi-Tiered System of Supports takes a systematic, integrated approach to supporting student success in academics, behavior, and social-emotional learning.	Monthly
Cecil County Local Management Board	Cecil County Local Management Board promotes the existence of a quality system for Cecil County Children, youth, and families through a comprehensive planning process that emphasizes interagency collaboration, accountability, and citizen involvement with local decision-making authority. The LMB promotes the design of an effective local system of	Monthly



	services, supports, and opportunities that improve outcomes for children, youth, and families.	
Cecil County Local Care Team	The Local Care Team office may assist with coordinating outreach services and connecting caregivers or parents to resources. The interagency team meets with families to understand their challenges; brainstorm, shares knowledge, advocates and develops strategies to help families thrive; links parents and children with behavioral health and wellness services; and provides ongoing support through exploring options from alternative resources.	Monthly
Cecil County Health Department	The Cecil County Health Department provides health and wellness information and services to Cecil County residents to promote, protect, and advance the health and wellness of the community. CCHD finds assistance for food, housing, health care, and substance abuse services. Their public health responsibility includes preventing epidemics and the spread of disease, protecting against environmental hazards, preventing injury, promoting and encouraging healthy lifestyles and behavior and mental health, and assuring the quality and accessibility of health services.	Quarterly
Cecil County Department of Social Services	Cecil County Public Schools collaborates with the Cecil County Department of Social Services to support the well-being of the youth in the county. They investigate child abuse and neglect claims, provide alternative response resources for families in need or crisis, and provide foster care services when necessary.	Quarterly
Cecil County Department of Juvenile Services	Cecil County Public Schools collaborates with the Cecil County Department of Juvenile Services to support students who are on probation through the justice system, and provide guidance when students are returning to educational services following incarceration. CCDJS also works closely with the local police departments who service our schools.	Quarterly
Maryland Coalition of Families	MCF is a statewide, non-profit organization that focuses on providing behavioral health support to families in need. School officials such as School Counselors, administrators and School Mental Health Professionals can refer a family to the organization for wrap-around support. After being connected to the resource, MCF often partners with Cecil County Public Schools to link families to local and state-wide resources.	Quarterly
Cecil County Special Education Citizens Advisory Committee	The Cecil County SECAC partners with the Cecil County Public Schools Special Education Team to collaborate on local issues and facilitate positive changes in the delivery of special education services and the achievement of students with disabilities. Research has demonstrated the importance of educators and families working together to benefit students.	Monthly
Cecil County Citizens Advisory Committee	The Citizens Advisory Committee (CAC) is an advisory group to the Board of Education of Cecil County, the policy-making body for public schools, and will be convened as needed to address the purpose established by a majority vote of the Board. The CAC serves as an instrument of this Board with responsibility to research, discuss, advise, and advocate on behalf of the Board. The Board recognizes that a variety of perspectives will be helpful. The role of the CAC will include advising the Board and providing feedback from its point of view, assisting the school system in effective communications between the public and the Board, and serving as advocates for the public schools, its families, and its students.	5 times per year
Family Resource Center	The CCPS Family Resource Center for Special Education (FRC) exists to provide a resource for parents, educators, and	



	<p>the community that will benefit all children with disabilities from birth to 21 years of age. The center provides training, resources, and links between the school and the community. The center's activities include, but are not limited to, the following: Offer support to parents who need someone to talk to on an individual basis in a confidential, supportive atmosphere, refer families to local support groups, workshops, advocacy groups, and recreational opportunities, provide an opportunity for families to network and share ideas and experiences, help families navigate the special education process, maintain a lending library of books and DVD's on a wide range of special education topics such as types of disabilities, parenting, social skills, advocacy, and special education law, increase parental involvement in the early intervention and special education decision making process, Increase collaborative relationships through information and training, assist families in resolving concerns and making informed decisions regarding their child's education, and provide information about disabilities and school system and community resources</p>	
School Mental Health Professional Meetings	<p>The SMHP team meets monthly to problem-solve around behavioral health issues which may be impacting student success within their schools. The team discusses Tiered interventions to address behavioral health needs, reviews data regarding the success of interventions, learns about new community resources and completes group supervision to meet social work supervision regulations. Additionally, the team often collaborates with outside mental health providers to strengthen community practices and engage in professional learning. Finally, the SMHP team reviews the implementation of Tier 1 professional development for the school system to bring awareness to the school community mental health needs.</p>	Quarterly
Community School Advisor Meetings	<p>Cecil County Public Schools currently manages a Concentration of Poverty Grant for four schools in our district: Gilpin Manor ES, Holly Hall ES, Thomson Estates ES, and Elkton MS. The Community School Advisors at each school come together monthly to meet and discuss relevant topics regarding meeting the needs of students and families. In addition to resources for students and families, each school provides wrap-around services based on their school's needs assessment.</p>	Monthly
Children's Mental Health Matters Steering Committee	<p>In partnering with The Children's Mental Health Matters - A Maryland Public Awareness Campaign, Cecil County Public Schools has created a CMHM committee with the goals of increasing public awareness of the importance of children's mental health & substance use, reducing stigma surrounding mental health, and connecting children & families with resources for prevention & support of mental health disorders</p>	Quarterly
CCPS Local School Health Council	<p>Cecil County Public Schools will create, strengthen, or work within the existing Local School Health Council (LSHC) to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The council will also serve as a resource to school sites for implementing those policies. The LSHC membership consists of representation from the eight components of the coordinated School Health Programs. CCPS is committed to providing school environments that promote children's health, well-being, and ability to learn by supporting healthy eating, and physical activity. CCPS highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle.</p>	2 times per year
The Boys & Girls Clubs of Harford and Cecil Counties	<p>he Boys and Girls Club offers before and after school care to eligible students who are in grades K-5 and are at least 5 years old. They are a licensed childcare provider and provide service at Chesapeake City ES, North East ES, and Thomson Estates</p>	Quarterly



	ES. The licensed childcare program is designed to provide a safe, fun, and affordable place for kids to go during out-of-school time to engage in enriching programs and activities.	
Youth Empowerment Source (YES)	Youth Empowerment Source is a non-profit agency dedicated to providing critical support to children, youth, and families in Cecil County. With a strong focus on prevention and education, YES equips youth and families with the tools that young people need to reach successful adulthood. YES offers a variety of services to CCPS students and families.	Monthly
Drug Free Cecil Community Coalition	A collaboration between the Cecil County Health Department, Cecil County Public Schools, Youth Empowerment Source, and the Cecil County Sheriff's Office to reduce substance abuse among youth in Cecil County. The DFCCC works to create public anti-drug messages that are delivered by students of Cecil County	Monthly
Eastern Shore Crisis Response Services	The Crisis Response System works collaboratively with Cecil County Public Schools to provide urgent crisis services to all students within CCPS experiencing a mental health, and/or an addictions crisis.	Quarterly

Linked Artifacts:



Pillar 5: Governance and Accountability



Pillar 5, Objective 1: Support Blueprint implementation planning

5.1.3: AIB and MSDE review implementation plans submitted by LEAs; AIB approves/disapproves plans (plans subject to periodic updates)

158. Authors of the Blueprint Implementation Plan: Describe how the LEA identified and selected the individuals responsible for developing and writing its Blueprint Implementation Plan, including consideration for an individual's position, experience, expertise, or membership in a particular stakeholder group.

Cecil County Public School Leadership worked with the leadership in the Teacher's Association, (CCCTA) and the Administrative and Supervisors Association (CCPSASA) to identify a diverse group of stakeholders from the associations to serve on the different pillar groups. In addition, several other CCPS staff were selected to serve on the different pillar groups due to their knowledge and expertise in each of the different pillars.

The Blueprint Steering Committee designated pillar chairs and leads for each pillar committee. The chairs and leads planned and organized the separate pillar committees to work on the implementation plan responses. The chair and lead were the primary authors of the implementation plan, with input from their committee membership.

Linked Artifacts:

Use the table below to list the individuals responsible for developing and writing the Blueprint Implementation Plan and their positions within the school system and/or stakeholder groups they represent.

Name	Position	Stakeholder Group
Jennifer Hammer, Ed.D.	Associate Superintendent for Education Services	Pillars 1-4
Robert Buckley, Ed.D.	Associate Superintendent for Administrative Services	Pillar 2
Shawn Johnson, Ed.D.	Executive Director for Elementary Education	Pillar 1
David Foye, Ed.D.	Executive Director of Secondary Schools	Pillar 3
Theodore Boyer, Ed.D.	Executive Director of Administrative Services	Pillar 2
Denise Sopa	Chief Financial Officer	Pillar 5
Wesley Zimmerman	Director of Education Services and Blueprint Implementation Coordinator	Pillars 1-5
Megan Frunzi	Manger of Grant Administration and Assistant Blueprint Implementation Coordinator	Pillars 1-5



Mandy Feeney	Program Coordinator for Early Childhood Education	Pillar 1
John Roush	Director of Student Services and School Safety	Pillar 4
Rebecca Miller	Director of Special Education Services	Pillar 4
Joanna Zimmerman	Director of Human Resources	Pillar 2
Summer Hodgson	Director of Human Resources	Pillar 2
Lori Hrinko	Teacher and Teacher's Association President	Pillar 2
Denise Beattie	Teachers' Association Uni-serve Representative	Pillar 2
Nathalie Albrecht	Paraprofessional	Pillar 1
Ashlie Allen	Judy Center Instructional Coach	Pillar 1
Jennifer Ayers	Program Facilitator for Special Education Services	Pillar 1
Alison Benner	Assistant Principal	Pillar 1
Jennifer Berkley	Judy Center Instructional Coach	Pillar 1
Alison Duffy	Teacher	Pillar 1
Sherri Isaac	Principal	Pillar 1
Kristen Lehr	Coordinator of Behavioral/Mental Health	Pillars 1 and 4
Sarah Mester	Judy Center Instructional Coach	Pillar 1
Stephanie Walsh	Teacher	Pillar 1
Jessica Kubek	Instructional Coordinator for Elementary Mathematics	Pillars 2 and 3
Todd Shives	Teacher	Pillar 2
Margaret Brown	Assistant in Huma Resources	Pillar 2
Josie Perry	Teacher	Pillar 2
Terry Murgallis	Lead Speech Pathologist	Pillar 2



Catrina Long	Principal	Pillar 2
Charles Hall	Teacher	Pillar 2
Rhonda Asplen	Instructional Coordinator for Secondary ELA	Pillars 2 and 3
Jennifer Bird	School Counselor	Pillar 3
Keisha Brinkley, Ed.D.	Principal	Pillar 3
David Cadd	School Counselor	Pillar 3
Rebecca Clark	School Counselor	Pillar 3
Scott Delloso	Teacher	Pillar 3
John Drew	Assistant Principal	Pillar 3
Christy Dryer, Ed.D.	Cecil College	Pillar 3
Kimberly Joyce, Ed.D.	Cecil College	Pillar 3
Christie Edelson	Coordinator for School Counselors	Pillars 3 and 4
Kimberly Edler	Teacher	Pillar 3
Michael Fell	Instructional Coordinator for Secondary Mathematics	Pillar 3
Sherry Eichinger-Wilson	Instructional Coordinator for Elementary ELA	Pillar 3
Heather Handler	Coordinator for CTE and STEM	Pillar 3
James Leitgeb	Principal	Pillar 3
Kyle Miller	School Counselor	Pillar 3
Nicole Parr	Principal	Pillar 3
Stephen Pizzulli	Teacher	Pillar 3
Angela Pruss	School Counselor	Pillar 3
John Strange	Teacher	Pillar 3
Erin Tellup	Teacher	Pillar 3



Wendy Wilcox	School Counselor	Pillar 3
Kelly Wunderer	Coordinator of Special Education Services	Pillar 3
James Zimmer	Instructional Coordinator for Social Studies	Pillar 3
Justin Zimmerman	Principal	Pillar 3
Kimberly Eller	Coordinator for Special Education Services	Pillar 4
Ann Hicks	Teacher	Pillar 4
Amanda Knopf	Teacher	Pillar 4
Kyle Longeway	Coordinator for Student Services	Pillar 4
Stephanie Norman	Nurse Manager	Pillar 4
Gina Pucci	Assistant Principal	Pillar 4
David Rhoades	Community School Advisor	Pillar 4
Lynne Turiano-Rzucidlo	Teacher	Pillar 4
Megan Wiecek	Assistant Principal	Pillar 4
Tammy Zino-Seergae	Instructional Coordinator for World Languages and ESOL	Pillar 4

159. Teacher and Principal Voice: Discuss how the LEA ensured that its Implementation Plan included teacher and principal voice throughout the development of the Plan.

As stated in Question 158 and reflected in the table above, teachers and school administrators are well represented in all pillar stakeholder groups. School administrators received updates to the Blueprint legislation throughout the inception of the law and planning stages for the Implementation Plan. School administrators are asked to share this information with their staff at various points during the school year.

Linked Artifacts:

160. Quality Control and Project Management: What guidance, support, or structures (working groups, recurring meetings, protocols for communicating and collaborating, project management tools, etc.) did the LEA provide to the individuals responsible for developing and writing the Plan to ensure the Plan was well developed, clearly articulated, and representative of the LEA's community and its needs?



Cecil County Public School Blueprint Implementation Coordinators participated in MSDE/AIB information webinars. All pillar committees were provided with the Implementation Plan Template, Criteria for Success, and timelines for completion.

Linked Artifacts:

- [Blueprint Implementation Template Committee Meeting](#)

161. Stakeholder Engagement: At the end of each Pillar, LEAs list the stakeholders engaged to develop plans for a specific Pillar.

In response to this question, discuss how and when the individuals responsible for writing the LEA's Blueprint Implementation Plan engaged community members at large, including the local school board, and any other key groups across all pillars in the development of its Blueprint Implementation Plan. Describe the strategies the LEA employed to increase participation by members of historically underrepresented groups, especially groups representative of the LEA's student demographics. Discuss the evidence the LEA collected that reflects its engagement efforts.

The four Blueprint Pillar Committees were the primary means of engaging the CCPS stakeholder community in the development of the Blueprint Implementation Plan. The pillar committees represented various school and community stakeholders. Committees were developed with the assistance of the Teachers' Association, the Administrators and Supervisors Association, and The Citizens Advisory Council. To the extent possible, CCPS leadership developed the committees to ensure diversity of expertise and race/ethnicity.

Throughout the implementation plan writing process, members of each pillar committee engaged school level staff and other stakeholders at local school meetings. Any feedback from these groups was communicated and discussed in the pillar committees.

The CCPS Board of Education was continually updated by the superintendent through the initial implementation plan process. The full implementation plan was presented to the BOE and the public on March 8, 2023. Public feedback from the BOE meeting, as well as the survey linked to the CCPS website, and a Blueprint feedback email is available for any stakeholder to provide additional feedback to the plan and future iterations of the plan.

Future Engagement Plans:

- **School Presentations:** The CCPS Blueprint Implementation Plan will be presented at each school during regular faculty and parent engagement meetings.
- **Board of Education:** The CCPS Blueprint Implementation Plan and future updates will be presented to the board members and public.
- **Citizens Advisory Council:** The CCPS Blueprint Implementation Plan will be part of the agenda to allow community members to learn more about the plan and allow members to provide feedback.



- **CCPS Blueprint Advisory Committee:** This committee will meet quarterly to review continued work of each pillar committee as data is compiled and future updates are planned for the next iterations of the CCPS Blueprint Plan.

The Blueprint Implementation Survey and email addresses are monitored by the Blueprint Coordinator on a regular basis. Feedback provided through these formats is compiled and forwarded to the pillar leads to be used as further discussion in the regular pillar committees meetings.

Linked Artifacts:

162. Monitoring Implementation: Discuss who will be responsible for monitoring the implementation of the Blueprint Implementation Plan, including annual progress monitoring, and revisions or amendments as needed. What systems and structures will the LEA leverage to support the individuals responsible for monitoring implementation (e.g., working groups, recurring meetings, protocols for communicating and collaborating, project management tools, etc.)?

The CCPS Blueprint Coordinators will supervise and monitor the implementation of the Blueprint. The coordinators will hold monthly meetings with pillar leads and other designated members of the pillar teams to review progress towards the CCPS Blueprint goals and milestones as they relate to the pillar requirements and timelines for the data collection.

CCPS has developed a Blueprint Advisory Committee with the teachers' association, administrators and supervisors' association, and representatives from the Citizen's Advisory Council who will meet quarterly to hear from the pillar leads about updates, data collection, and steps moving forward with future implementation plans. Feedback from the advisory committee will be presented to pillar team members for follow-up and possible revisions to the plan.

Linked Artifacts:

Use the table below to list the individuals responsible for monitoring the implementation of the Blueprint Implementation Plan and their positions within the school system and/or stakeholder groups they represent.

Name	Position	Stakeholder Group
Wesley Zimmerman	Director of Education Services and Blueprint Implementation Coordinator	Blueprint Coordinator
Megan Frunzi	Manager for Grant Administration and Assistant Blueprint Coordinator	Blueprint Coordinator
Shawn Johnson, Ed.D.	Executive Director of Elementary Schools	Pillar 1 Lead
Robert Buckley, Ed.D.	Associate Superintendent for Administrative Services	Pillar 2 Lead



David Foye, Ed.D.	Executive Director of Secondary Schools	Pillar 3 Lead
John Roush	Director of Student Service and Safe Schools	Pillar 4 Lead
Denise Sopa	Chief Financial Officer	Pillar 5 Lead

163. Local Board Approval of Implementation Plans: Discuss the role of the local school board in the approval and/or oversight for the LEA’s Blueprint Implementation Plan if applicable. If the local board is required to approve the Plan under local board policies or procedures, include the date it was approved. If the board will consider approval after the date by which the Plan must be submitted to the state, describe any activities (that have occurred or are planned) to recommend the plan to the board for approval and the anticipated date.

Note: If an LEA’s Implementation Plan needs to be revised as a result of the Board approval process after the March 2023 submission, the LEA must submit the new plan as soon as possible.

While approval of the plan is not required under local board policies, our commitment is to continue to ensure that the Board of Education members are well versed and understand the direction of the work.

Cecil County Public Schools presented the Draft Implementation Plan to the Board of Education at a public meeting on March 8, 2023. Board members will have the chance to provide feedback on the plan before the March 15, 2023, submittal. The superintendent will provide Blueprint briefings when necessary and presentations will be made to the Board of Education with updates and additions to the plan as it evolves overtime.

Linked Artifacts:

- [Presentation to BOE 3/8/23](#)

Pillar 5, Objective 4: Monitor Blueprint outcomes

5.4.2: AIB monitors and analyzes availability and use of Blueprint funding

164. The Blueprint requires MSDE to implement a new Statewide Finance and Data System to be interoperable with local Enterprise Resource Planning (ERPs) Systems and Student Information Systems (SISs). This system will allow districts to submit school level State Aid calculation data, budgetary data, and expense data directly to MSDE in one system. MSDE will work with all LEAs to implement the State side of the system, including support related to system access and training. LEAs will need to ensure their systems are able to interface with MSDE’s new system to submit and meet Blueprint reporting requirements.



On or before July 1, 2024, for fiscal year 2025, and each July 1 thereafter each county board shall report on the county board's compliance with this Md. Education Article, §5-234. This Subtitle establishes the Major Aid programs that are subject to school level per pupil budget and spending requirements.

What is your district's initial plan to budget Blueprint formula funds at the school level by category and demonstrate that the budgeted funding amount at the school level meets the minimum school funding requirements in Md. Education Article, §5-234? LEAs should consider which costs are currently budgeted and/or recorded centrally but may need to be allocated to the school level.

Note: Local Education Agencies need not implement site-based management or site-based budgeting to comply with the requirements of Md. Education Article, §5-234. Local Education Agencies can meet the requirements of §5-234 through proper demonstration of budget allocation and expense allocation at the school level, by Aid category.

Cecil County Public Schools uses Tyler Munis as the ERP system to budget and track expenses by Blueprint category, down to specific school locations. Cecil County Public Schools have identified a project number for each portion of the Blueprint Funding. The state and local revenue and the corresponding expenses will be budgeted by these project numbers. CCPS is adding additional account numbers to budget by specific location in all areas. CCPS will then use the enrollment numbers for each part of the funding to ensure we have budgeted appropriately at the school level. CCPS is already following this process in FY23 for TSI, COP and CCR funding.

The finance team in the Department of Business Services will be responsible for monthly reporting to MSDE to show expenses by location. The finance team will use these reports to monitor expenditures monthly. The finance team will collaborate with other departments in the school system to monitor any changes with respect to budgets, planned expenditures or staffing throughout the school year to ensure CCPS is on track to spend 75% or 100% of the funds (depending on Blueprint category) on appropriate expenses at the school level.

CCPS still has questions regarding the allocation method for county-wide resources such as maintenance and operations. Budgeting these Foundation funds based on enrollment in each building does not address the square footage or age of the building. We look for further clarification from MSDE regarding this process.

Linked Artifacts:

